



TEACH ACADEMY OF TECHNOLOGIES

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**Submitted to:
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Assurances and Affirmations

TEACH Academy of Technologies (also referred to herein as “TAT” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1: THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(b)(5)(A)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

GENERAL INFORMATION	
• The contact person for Charter School is:	Mrs. Mildred S. Cunningham, Executive Director TEACH Public Schools
• The contact address for Charter School is:	1701 Browning Blvd., Los Angeles, CA 90062
The contact phone number for Charter School is:	(323) 292 - 6000
The proposed address or target community of Charter School is:	Raymond Ave Elementary 7511 Raymond Ave Los Angeles, CA 90044
This location is in LAUSD Board District:	Board District 1
This location is in LAUSD Educational Service Center:	Educational Service Center South
• The grade configuration of Charter School is:	5 - 8
• The number of students in the first year will be:	280
• The grade level(s) of the students in the first year will be:	5 - 8
• The scheduled opening date of Charter School is:	August 3, 2015
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	400
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Extended day
• The bell schedule for Charter School will be:	8:00 – 4:00
• The term of this charter shall be from:	July 1, 2015 to June 30, 2020

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

COMMUNITY NEED FOR CHARTER SCHOOL

TEACH Academy of Technologies is located in the densely populated zip code of 90044 in South Los Angeles. The communities within zip code 90044, primarily represented by the Westmont Community, are bordered by the Park Mesa Heights community to the north; West Athens to the south; Morning Side Park to the west; and South Central at Normandie Avenue to the east. According to the 2010 US Census the broader communities comprise a predominately Hispanic population (71.30%), single parents of school-age children, the greatest number of whom (23% of the total population), range from ages 5 thru 17. African American families represent 27.80% of the population. These families, largely living below the poverty level, earned a 2010 average income of \$43,966. There are approximate 16,398 school age children living in the target area, 46.7% of whom are grades 1-8, falling within our target population. The educational options for these children are 10 LAUSD public schools and one LAUSD charter school with enrollments averaging more than 750, and with the exception of the one charter school, having a statewide rating of 2 or below.

TEACH Academy of Technologies will provide a sound educational program for all students in attendance through its rigorous college preparatory curriculum, its culture of high expectations for all students, highly qualified teachers, and its Principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

TEACH Academy of Technologies has and will continue to meet the needs of the community it serves. From 2010 through 2013, TAT increased the reading proficiency rate of its students by 15% to 41% of tested students scoring proficient or advanced (2013). This performance rate was only slightly lower than the district average but 12% higher than neighboring school Bret Harte and 19% higher than neighboring school Horace Mann. From 2010 through 2013, TEACH Academy of Technologies increased the math proficiency rate of its students by 10% to 32% of tested students scoring proficient or advanced (2013). This performance rate was 12% higher than neighboring school Bret Harte and 23% higher than neighboring school Horace Mann. Over the course of three years TEACH Academy of Technologies increased its School Performance Rating Consistently and outranked neighboring schools Bret Harte and Horace Mann. TEACH Academy of Technologies 3 Year API is 719, 81 and 155 points higher than the neighboring schools respectively.

Over the past three years TEACH Academy of Technologies received a Similar School Ranking of 9 in 2012 and subsequently a 9 in 2013. Our API had an amazing growth of 97 points from our baseline year from 2011 to 2012. Our average growth until the use of API was discontinued was on average close to 50 points.

With the growth and successes of any organization there are pitfalls and areas of strengthening. Our strong areas include differentiated instruction to address learner gaps and remediation, as well as the use of instructional technology. The main challenges TAT has faced has been the use of norm referenced assessments and implementing teacher training on the continued use of technology for instructional and planning purposes. TEACH Academy of Technologies has addressed these challenges with the implementation of more effective norm referenced and standards based assessments, and intense professional development for teacher around the use of technology for instructional and planning purposes.

Assessments:

TAT has currently instituted the NWEA MAP assessment to be used tri-annually to develop a baseline for students and to track growth over time. The NWEA Map assessment provides rich data reporting for teachers to drive their decision making. Furthermore, teachers now use the NWEA Common Core aligned item bank to develop classroom assessments through Illuminate DNA, which also has rich reporting capabilities. Benchmarks are also conducted three times during the year to assess teacher efficacy and student mastery. These benchmarks are created aligned to Common Core standards as well and are developed by the Curriculum & Instruction Coordinator.

Data based instructional decision making:

At the classroom level, teachers collect and analyze data every day through the use of checks for understanding, classroom exit tickets, homework, culminating tasks and assessments. Teachers use Data Director to facilitate data analysis both as professionals and with their students and families. We also use progress report grades, semester grades and observations to triangulate our information and develop strategies to enhance student performance. As a school, we administer benchmarks to track student progress across the school. Benchmark data is reviewed during school wide professional development days. Teachers also use the reports and the assessments to analyze data with their students and plot next steps as a class.

After each round of benchmark analysis, teachers create intervention class rosters and scope and sequences. Using the acronym ITPI (Identify, Target, Plan, Implement) teachers create interventions to support the needs of the students. Common practices at CCMS are interventions based on a specific standard or bundle of standards and after-school tutoring intervention that previews future lessons. As a school, we use PowerMyLearning as an online intervention tool

Overall, the strong leadership team of the Superintendent, Principal, & Curriculum Coordinator support successful practices to blend with cutting edge tools, technology and best practices. TAT has developed a talented and energized staff that is allowed to utilize their talents in developing classroom instructions and the supporting curriculum. We support the whole child through the use of character education, recognizing the value of a strong culture. Our home office, which is located at 1701 Browning Blvd, Los Angeles, 90062, consisting of the Executive Director, Superintendent, and the Curriculum & Instruction Coordinator, supports TAT through curricular research and coaching, working side-by-side with teachers and school

leadership. The implementation of data platforms such as MAP and Illuminate increases our capacity for teachers to attain and analyze classroom data. After analysis, identifying and targeting students with specific needs; addressing student talents and offering needed support. We are a full-inclusion school. We work towards identifying successful practices, sharing with entire staff, employing practices as a group so that students feel equitably supported in every classroom as well as by our after-school staff and office personnel. All stakeholders take great pride in our learning community and take responsibility for any challenges faced.

Student Population to Be Served

TEACH Academy of Technologies is an independent middle charter school that will serve students in grades 5-8 providing an alternative choice of quality education in the Bret Harte school community. The community contains a large, underserved, urban student population. High school and middle school students in the surrounding area attend overcrowded schools. TEACH Academy of Technologies recruits students from elementary and other middle schools. We recruit using mailers, local flyer distribution, attending community

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

events and organizing open houses and campus tours.

Address: 7511 Raymond Ave, Los Angeles, CA 90044

LAUSD Schools	# of Students 2013-2014	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 Statewide Rank	2013 API Similar Schools Rank	School Performance Framework Classification (SPF)
Horace Mann Middle	394	99	26	20	African American 53	Latino 45	Asian .002	574	NO	NO	564	1	1	Focus
Bret Harte Preparatory Middle School	853	86	12	27	Latino 74	African American 24	Asian .001	656	YES	NO	638	1	4	Focus
Samuel Gompers Middle School	770	90	22	29	Latino 65	African American 33	Asian .001	607	YES	NO	586	1	1	Watch
Charles Drew Middle	961	100	11	28	Latino 82	African American 17	White .004	614	NO	NO	591	1	1	Watch
Charter Schools														
TEACH Academy of Technologies	227	99	11	37	Latino 57	African American 41	White .008	733	NO	NO	719	3	9	N/A
Alliance Jack H. Skirball	427	96	7	51	Latino 81	African American 17	Asian .002	752	NO	NO	734	3	8	Watch
Kipp Academy of Opportunity	356	79	12	5	African American 89	Latino 9	NONE	790	NO	NO	803	5	9	Service & Support

Table 1.1 Target Demographics 2015-2016 *Data obtained from CDE Dataquest

Dominant Ethnicities: Hispanic (H), African-American (AA)

The ethnicity of the students in the community is predominately Hispanic and African American. Historically, schools in this community have performed at API State rank 1 or 2 and generally are not meeting Adequate Yearly Progress requirements.

Enrollment

TEACH Academy of Technologies anticipates enrolling 280 students with an academic pupil/teacher ratio of 25:1.

Enrollment Roll-Out Plan					
Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
5	70	100	100	100	100

6	70	70	100	100	100
7	70	70	70	100	100
8	70	70	70	70	100
Total	280	310	340	370	400

Goals and Philosophy

TEACH Academy of Technologies will function as an innovative, dynamic, creative, and educationally enriching institution of positive-driven learning. TEACH Academy of Technologies will be a reflection of what is possible in urban schools.

A. Vision

TEACH Academy of Technologies Charter School seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. It will reach students of all backgrounds by teaching the whole child which includes the social, physical, emotional, moral, ethical, and intellectual needs of students so that upon graduation, the knowledge and the experiences acquired at this school site can be effectively applied to their daily lives.

B. Mission and Goals

Mission

The mission of TEACH Academy of Technologies Charter School is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Goals

To fulfill our mission we will:

1. Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
2. Allow each student the freedom to learn by exploring cutting edge technologies and concepts
3. Enable students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society.

INSTRUCTIONAL DESIGN: MEANS TO ACHIEVE MISSION AND VISION

The innovative educational plan of TEACH Academy of Technologies (TAT) will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world. This approach is appropriate for TAT ' target population in that it

provides a real-world context for learning, which in turn motivates and inspires at-risk students to apply what they have learned to solve problems.

TAT understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the Principles of Backwards Design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using an online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development and also where teachers can engage in self-assessment and direct their own professional development based on the TEACH Public Schools Framework for Instructional Excellence.

The traditional backwards design process guides teachers through a three step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The second step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At TAT, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while assessing, both formative and summative, student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students be involved in conversations about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

We will train and support how teachers will use the process to develop standards-aligned assessments and project-based instructional activities at each grade level and across the content areas.

The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Computer Assisted Blended Learning: Students will receive targeted instruction at their individual instructional level while in a larger class setting with computer assistance. The teacher acts as facilitator, monitoring student progress and addressing learning pitfalls as they arise, while simultaneously other students are engaged in independent learning and independent practice.

Our charter organization will form and maintain partnerships with organizations to benefit the teachers' continued use of effective practices. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our schools. **Teaching and learning should be personalized to the maximum feasible extent.** Teacher teams at TEACH Academy of Technologies are responsible for approximately 60 students, allowing strong relationships to form between students and teachers.

- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.
- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school

partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a –contract that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association.

- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students' individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their –toolkit of effective practices.

In other words, the organizational process will evolve into charting concepts that support, nurture and provide for every students academic achievement.

Our Approach

- **Safety**-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- **Access to Instructional Curriculum** that meets the challenges of College Readiness which integrates Common Core State Standards.
- **All students** are supported by credential teachers.
- **Technology**-Assisted Learning with technology component. Students will have access to technology, including hardware and software at school to support their academic achievement and access to research, Google documents, and other technical access. Students with their own computers and internet access at home will still be able to access their subscription web-based software at home. 65% of TEACH Academy of Technologies students surveyed use the same platforms they are exposed to at school at home.

INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:

Students will explore how subjects relate to each other through interdisciplinary studies and project based learning while achieving proficiency in the core subjects and becoming critical thinkers. Interdisciplinary involves the combining of two or more academic disciplines into one activity. It is about creating something new by crossing boundaries, and thinking across subjects. Classroom projects are assessed at the culmination of each unit. Teachers will engage students by organizing curricula around central ideas, building on the students' prior knowledge, and connecting learning to students' lives.

CULTURALLY-RELEVANT INSTRUCTION:

Multicultural literature and cultural references will be integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of **all** students will be respected and valued. All teachers will be provided professional development in culturally responsive instructional practices. Parent and student surveys will be used to examine their needs and satisfaction with the school, and to improve instructional practice. Developing and maintaining a collaboration with all stakeholders. Examples of culturally responsive instructional practices include the use of literature in the classroom that reflects

multiple ethnic perspectives and literary genres. Math instruction incorporates everyday-life concepts, such as economics, employment, consumer habits, of various ethnic groups and the local demographic of the surrounding community. In addition to using content specific strategies that incorporate cultural relevance, the individual needs of learners are explored by teaching to the different learning styles of students, including but not limited to a variety of sensory opportunities-visual, auditory, tactile (Gay, 2000).¹

A summary of practices will relate to three areas relationships, curriculum and delivery:²

Relationships

- **Learn** about your students' individual cultures.
- **Adapt** your teaching to the way your students learn.
- **Develop** a connection with the most challenging students.

Curriculum

- **Teach** in a way students can understand.
- **Use** student-centered stories, vocabulary, and examples.
- **Incorporate** relatable aspects of students' lives.

Delivery

- **Establish** an interactive dialogue to engage all students.
- **Stay** within your comfort zone and don't come off as "fake."
- **Continually interact** with students and provide frequent feedback.
- **Use** frequent questioning as a vehicle to keep students involved.

RESEARCH-BASED PRACTICES:

Curriculum and instructional strategies founded on proven practices, including authentic assessments, will be used to judge student achievement beyond traditional evaluation instruments. Authentic assessments are a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessments are given in each unit by the classroom teacher, and evaluated by the student, their peers, the teacher and eventually by panel if that assessment is selected for the end of year Presentation of Learning. Differentiated instruction will be used to support students multiple pathways to absorb information and learning, including support for both low- and high-performing students.

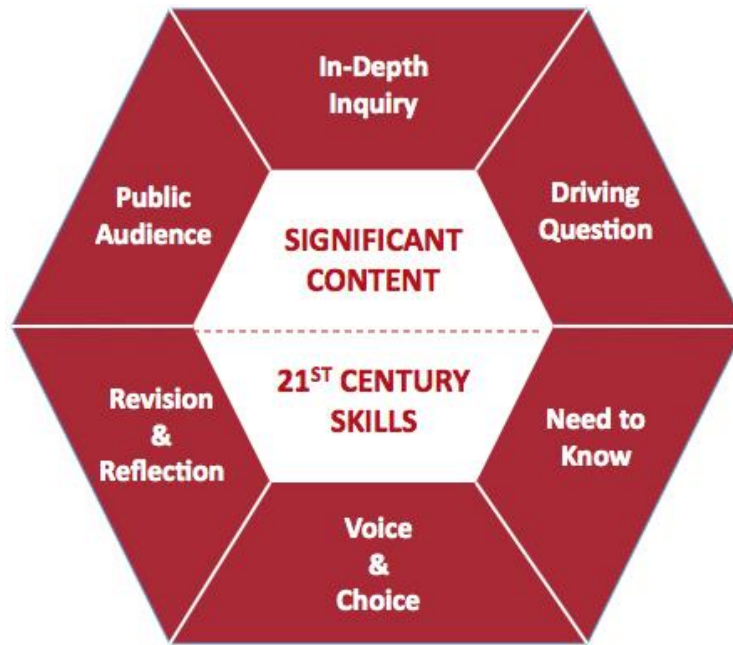
SCOPE AND SEQUENCE

Curriculum will address all state required standards, and will utilize:

¹ Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

² Rajagopal, Kadhira. *Create Success! Unlocking the Potential of Urban Students*. Alexandria, VA: ASCD, 2011. Print.

- Common Core State Standards approved middle school curriculum (English, Fine Arts, Foreign Language, Math, Science, Social Science, and P.E.)
- Common Core Standard based curriculum units



THE 21ST CENTURY EDUCATED PERSON

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

HOW LEARNING BEST OCCURS

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers.³ The TAT development teams have studied examples of effective practices that have worked to close this achievement gap.

³ Hernandez, D.J., “[How Third-Grade Reading Skills and Poverty Influence High School Graduation](#),” Annie E. Casey Foundation, 2011.

TEACH Academy of Technologies will incorporate the following recommendations from Kati Haycock, director of Education Trust⁴:

- Have uniform standards: TAT will have clear and high expectations of all students that fully align with the Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All TAT core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community.⁵ They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievements.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so.⁶ Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the TEACH Academy of Technologies.

PROGRAM GOALS

The TEACH Academy of Technologies will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school will work relentlessly toward the following program goals:

1. Prepare students for academic success in high school; as well as, post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the proposed Expected School-wide Learning Results (ESLRs), every student who graduates from TEACH Academy of Technologies will be:

⁴ Hayock, K., Rowan, A., & Hall, D. (2010, January). Gauging Gaps: A Deeper Look at Student Achievement. *The Education Trust*, 1-11.

⁵ Achieve. (2011, February). *Closing the expectations gap: Sixth annual 50-state progress report on the alignment of high school policies with the demands of college and careers*. Washington, DC: Author. Retrieved from <http://www.Achieve.org/ClosingtheExpectationsGap2011>

⁶ Basch, C. E. (2010, March). Healthier students are better learners: A missing link in school reforms to close the achievement gap. *Equity Matters*, 6.

- *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- *An Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

HOW STUDENTS BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

TEACH Academy of Technologies is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. TAT will continue to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students will demonstrate a shared purpose to develop each student's knowledge and skills to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership

Leadership will be shared among administrators, faculty, classified staff, students and parents. Decisions will be reached through consensus and minority opinions are considered and valued. Departments and individual teachers will have a large degree of professional autonomy. They will be encouraged to use their best professional judgment in accordance with Common Core, Standards (or other content standards in areas in which there are no Common Core State Standards) in achieving high levels of student learning.

Environment

The environment of the school is safe, orderly and supportive. Students will find the school a good place to study and a pleasant place to be. School-wide standards for students' behavior will be perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism and dropout rates will be maintained at a minimum level.

Professional Development

Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be candid search for improvements. The values of serving students, professional development, and self-renewal will be central in our school's culture.

TAT will implement a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

In TAT' program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; will examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

STANDARDS BASED INSTRUCTIONAL PROGRAM

The TEACH Academy of Technologies will offer students an academically rich program incorporating the following characteristics:

1. Standards-Based Curriculum: TAT will offer a rigorous education for all students in line with the Common Core State Standards.
2. Family-Community-School Partnerships TAT will actively engage families and the community in the life of the school, and students engage in community service to the community.
3. Technology Integration: By implementing technology with the curriculum, TAT will ensure that students learn computer skills while pursuing academic goals.
4. Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students' lives.

STANDARDS-BASED CURRICULUM

The state and national, and eventually the Common Core Standards for each core subject area will provide a basic framework for instruction at TEACH Academy of Technologies. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, TEACH Academy of Technologies students will develop strong "habits of mind." Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional

activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers will be trained in the SDSA model and will be able to perform the following design tasks:

Prioritize and Cluster Standards

Analyze the level of thinking (Bloom's Taxonomy) embedded in each standard Prioritize standards according to the following criterion:

Priority 1

Does the standard represent a multi-faceted, complex idea that requires "uncoverage"⁷?

Priority 2

Does the standard represent a set of discrete skills or isolated pieces of knowledge?

Priority 3

Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?

Cluster Common Core State Standards around identified "Priority 1" standards

Clearly communicate expected outcomes to students

Teachers use the tech based planning tool, MyCore by Insight for checking their clusters against Bloom's taxonomy. The MyCoreTool then supports teachers with developing and tracking lessons and assessments.

Align Assessments

Make strategic decisions about when to use formative and summative assessments. Identify the "Achievement target" (knowledge, reasoning, skills, product, or dispositions) embedded in the Common Core State Standards. Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, and personal communication) to align to the standards. Clearly define and communicate assessment criterion to students *prior* to instruction

Design Rigorous Instruction

Define measurable, achievable objectives that align to given standards

⁷ As defined by Wiggins & McTighe uncoverage is a method of instruction that emphasizes revealing assumptions, facts, principles, and experiences that would otherwise remain obscured. Uncoverage is uncovering in order to learn something new. Uncoverage is digging down. Uncoverage emphasizes depth. Wiggins and McTighe outline five steps toward discovering depth instructionally as unearth (introduce and bring to the surface the aforementioned assumptions, facts and principles as they pertain the content), analyze, question, prove and generalize.

- Design engaging and rigorous instructional activities that align to standards and assessments
- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities

Analyze Effectiveness and Efficiency

- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by “one-size-fits-all” instructional methods found in many public school classrooms.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001).

The Strategic Design process outlined above enables teachers to design and deliver comprehensive standards-based lessons, in which multiple standards are clustered from across the content areas are effectively addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA effectively allows teachers to identify gaps between their adopted text and the Common Core State Standards, and to strategically select resources that will help them fill those gaps. Research sources about the Strategic Design for Student Achievement model were Stiggins, Rick (2005) *Student Involved Assessment for Learning*. Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

The TEACH Academy of Technologies standards-based curriculum is also a unique blend of education that includes the following key components:

- Common Core Standard Curriculum
- Integration of technology into all subjects
- A focus on cross curricular projects that connects to the “real world”
- Cumulative projects & Presentations of Learning at year’s end

Woven into these four curricular components is TAT's commitment to meeting and exceeding the Common Core State Standards for California Public Schools in all curriculum areas. TAT will ensure that curriculum, projects and lessons are standards-based.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; TAT Superintendent of TEACH Public Schools will annually review credential status	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery

				mastery			
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: facility inspection checklists to ensure our facilities are up to code.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Maintain a clean and safe school facility	Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections conducted by the School Principal will screen for safety hazards	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Professional Development calendar, agendas and sign in sheets will serve as evidence of participation by teachers in professional development activities.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers will participate in on-going professional development on the implementation of CA Common Core State Standards (CA CCSS)	Identify and participate in weekly professional development and trainings on teaching and learning the CA CCSS	100%	100%	100%	100%	100%	100%
PARENT INVOLVEMENT STATE PRIORITY #3							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: PAC meeting agendas and minutes; parent surveys; Calendar; Parent Meeting/Conference agenda's, sign-in sheets					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<ul style="list-style-type: none"> Maintain parent representation on the school campus; Parent Surveys Conduct at minimum of six 	<ul style="list-style-type: none"> Each fall, the PAC nominates and elects parents to serve as new members; hold quarterly PAC meetings Administrators will develop a calendar to include Parent Meetings, Back to School 	By the end of the 2014-15 year, achieve a baseline of at least 50% or higher parent attendance at Community Town Hall Meetings.	By the end of the 2015-16 year, 2% or more increase of parent attendance at Community	By the end of the 16-17 year, 1% or more increase of parent attendance at Community	By the end of the 17-18 year, 1% or more increase of parent attendance at Community	By the end of the 18-19 year, 1% or more increase of parent attendance at Community	By the end of the 19-20 year, 1% or more increase of parent attendance at Community Town Hall

Parent Meetings/Conference Nights per year July – June.	Night, and Parent Conferences		Town Hall Meetings based on 14-15 data.	Town Hall Meetings based on 15-16 data.	Town Hall Meetings based on 16-17 data.	Town Hall Meetings based on 17-18 data.	Meetings based on 18-19 data.
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STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: CAASPP, (formerly referred to as CalMAPP) Score reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP, (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics	Classroom instruction appropriate to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials	By the end of 2014-15, all student subgroups participate in Smarter Balanced field testing.	By the end of 2015/16, 2% or more increase in all student subgroups scoring proficient/advanced and 2% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2016/17,, 3% or more increase in all student subgroups scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2017/18,, 3% or more increase in all student subgroups scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2018/19,, 3% or more increase in all student subgroups scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2019/20, 3% or more increase in all student subgroups scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.

ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: CAASPP, (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education	Classroom instruction will incorporate testing strategies in preparation for the CAASPP, (formerly referred to as CalMAPP) <ul style="list-style-type: none"> Annotating online texts Pre reading strategies Process of elimination Using tech enhanced items in classroom practice Online assessments 	By the end of 2014-15, all students participate in Smarter Balanced field testing and have taken the NWEA MAP assessment and have a baseline for individual growth.	By the end of 2015/16, 2% or more increase in students scoring proficient/advanced and 2% or more decrease in students scoring below/far below basic on Smarter Balanced	By the end of 2016/17,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students	By the end of 2017/18,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students	By the end of 2018/19,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced	By the end of 2019/20, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced

			testing or other standardized measures.	scoring below/far below basic on Smarter Balanced testing or other standardized measures	scoring below/far below basic on Smarter Balanced testing or other standardized measures	testing or other standardized measures.	testing or other standardized measures.
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT Score Reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will advance at least one performance level per the CELDT or equivalent each academic year	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;	equal to or higher than the district average LAUSD reclassification rate	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT results; Reclassification documents					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP, (FORMERLY REFERRED TO AS	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies	100% of teachers are trained and implement best practices	100% of teachers are trained and implement best practices	100% of teachers are trained and implement best practices and SDAIE strategies	100% of teachers are trained and implement best practices and SDAIE strategies

CALMAPP) statewide assessment			for EL students	and SDAIE strategies for EL students	and SDAIE strategies for EL students	for EL students	for EL students
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AP EXAMINATION PASSAGE RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							

SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Monthly, Quarterly, and Annual ADA reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a high ADA rate	Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	By the end of 2014-15, maintaining a 95% or higher attendance rate	By the end of 2015/16, maintaining a 95% or higher attendance rate	By the end of 2016/17, maintaining a 95% or higher attendance rate	By the end of 2017/18, maintaining a 96% or higher attendance rate	By the end of 2018/19, maintaining a 96% or higher attendance rate	By the end of 2019/20, maintaining a 96% or higher attendance rate

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES
		Method for Measuring: Annual and Monthly absence reports from our student information system.

applicable)		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students will have a minimum of unexcused absences in any school year	Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees	80% of enrolled students will have three or fewer unexcused absences during any one school year	By the end of 2015/16, 1% or more decrease in chronic absenteeism	By the end of 2016/17, 1% or more decrease in chronic absenteeism	By the end of 2017/18, additional 1% or more decrease in chronic absenteeism	By the end of 2018/19, 1% or more decrease in chronic absenteeism	By the end of 2019/20, additional 1% or more decrease in chronic absenteeism

**DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: Student re-enrollment documentation as verified by our student information system and CALPADS; Annual and Monthly absence reports from our student information system, student and parent survey results, and teacher proficiency on Core Practice 2 and Core Practice 3 of the TEACH Public Schools Instructional Framework					
School will retain and promote students	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community	80% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; 80% of enrolled students will have three or fewer unexcused absences during any one school year 70% of students indicate they feel challenged in their classes, are able to apply information learned in class to new situations, and look forward to two or more	85% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2015/16, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	87% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2016/17, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	88% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2017/18, additional 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2018/19, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	92% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2019/20, additional 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.

		core classes. 70% of parents indicate they are happy with the school curriculum and would recommend the school to other families. 80% of teachers score an average 2.5/4 rating in CP2 and CP3 per the TPSIF					
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GRADUATION RATE [High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
NA							

STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a low annual suspension rate	Team Advisory course to promote family and establish a sense of school connectedness. TAT Superintendent of TEACH Public Schools and Principal will monitor suspension and expulsion rates to report to the governing board to inform policy and decision making to ensure a positive school climate.	Annually, 3% or fewer of all enrolled students will be suspended	By the end of 2015/16, maintaining a suspension rate of 3% or less	By the end of 2016/17, maintaining a school-wide suspension rate of 3% or less.	By the end of 2017/18, maintaining a school-wide suspension rate of 3% or less.	By the end of 2018/19, maintaining a school-wide suspension rate of 3% or less.	By the end of 2019/20, maintaining a school-wide suspension rate of 3% or less.

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual School Accountability Report Card;					

subgroup goals as applicable)		Monthly Reports in Welligent; CALPADS Report					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Charter School will maintain a low annual expulsion rate	Team Advisory course to promote family and establish a sense of school connectedness. TAT Superintendent of TEACH Public Schools and Principal will monitor suspension and expulsion rates to report to the governing board to inform policy and decision making to ensure a positive school climate.	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Survey reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students, parents and teachers will feel a sense of community and connectedness	TAT will devise and administer satisfaction surveys to parents, students, and teachers annually.	Annually, an approval rating of 85% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 85% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 87% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 87% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 90% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 90% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 90% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 90% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 92% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 92% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 92% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 92% or higher on teacher surveys that assess admin and operations.

BROAD COURSE OF STUDY
STATE PRIORITY #7

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student, teacher, course, and grade level schedules

applicable)		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter	All academic content areas will be available to all students, including student subgroups, at all grade levels	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Growth is 10 percentage points, or one proficiency band, or 1.5 percentage points if already advanced. Students demonstrate growth on Benchmark Assessments. Students demonstrate expected growth and achievement on CAASPP, (formerly referred to as CalMAPP).	Teachers receive data regarding past student performance and expectations for future performance ⁸ . Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard. Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.	By the end of 2014-15, 2% or more increase in students scoring at or above grade level, and 2% or more decrease in students scoring more than 3 years below grade	By the end of 2015-16, 2% or more increase in students scoring in at or above grade level, and 2% or more decrease in students scoring more than 3 years below grade level	By the end of 2016-17, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2017-18, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2018-19, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2019-20, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level

⁸ Expectations for future performance are guideline indicators predicted by student performance on the NWEA MAP Assessment.

Instructional Program

The school's instructional framework is developed for 5th-8th grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of 8th grade. The school model pulls together curricular and instructional practices proven most effective in guiding students to reach their highest academic potential. All teaching and learning will be directed toward student mastery of the California State Standards and California Common Core State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Interdisciplinary Core Courses (English-Language Arts/History-Social Science, and Math/Science), will be taken by 5th and 6th grade students. These students will be heterogeneously grouped, without regard for achievement level. Students will be supported in their achievement in these rigorous courses through the use of specialized instructional strategies including technologies that provide them with appropriate levels of challenge and support. The primary focus will be on literacy, providing differentiated instruction to serve all students.

While 5th and 6th grade students are participating in these grade-level Core Courses, taught by multiple subjects credentialed teachers, 7th and 8th grade student will be participating in the core subject-level courses with single subject credentialed instructors.

- Students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to proficiency. Intervention is scheduled into the instructional day and happens daily
- Students performing at or above grade-level in reading and mathematics will participate in accelerated coursework designed to enhance the levels of literacy and numeracy, and increase the proficiency level.
- Technology-based intervention courses will help students reached grade-level proficiency.

Standards Based Instruction- Goal 1

TEACH Academy of Technologies Charter School will utilize research-based instructional practices to promote student achievement. In order to intellectually challenge our students and address the positive learning process, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices, and (4) conduct analysis of achievement outcomes to determine effectiveness.

The academic program for TEACH Academy of Technologies Charter School is a fully inclusive, general education and special education students are taught in the same setting, curriculum that will put all students on track for academic proficiency and eventual college success starting with the Strategic Design method. This method, rooted in *Understanding by Design*, by Grant Wiggins and Jay McTighe is a method of instructional planning where teachers start with the desired results (goals or enduring understandings),

derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. The Unit Plan will begin with and integrate the California state content standards and then align assessment and instruction to those standards.

There are four distinct stages to the backwards design process that TEACH will use. The four stages are as follows:

Stage 1: Unpacking and Prioritizing Common Core Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners)
- Apply a concrete process for analyzing standards⁹ which helps teachers internalize the standards as well as determine the following information:
- Rigor as it applies to the standard. This will be tied to creating assessments, and Japanese Lesson study as described by James Stigler's conclusions in *Before It's Too Late: (A year 2000 Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.)* Japanese Lesson Study has proved to be one successful means to long-term improvement in teaching in the US, and on figuring out “how to generate, accumulate, and share professional knowledge.”
- Student evidence as it relates to each strand of the standards (this will be tied to creating assessments)
- Identification of power standards that will serve as “anchors” upon which units can be based. Other sub standards will be used to support the mastery of the power standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (formative and summative) to content standards

- Teams of teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)

⁹ Analyzing standards is a process by which teachers isolate the verbs in the learning standards and determine its Bloom’s Level. The higher the Bloom’s Level and the weighting of the standard on the Smarter Balanced Assessment determine the priority of the standards. Standards with higher priority are power standards or anchor standards.

- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework will involve a wide array of instructional strategies, curriculum, and materials. Many of the instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- collaborative investigations and demonstrations
- Writer’s Workshop
- Reader’s Workshop (based on Kylee Beers’ When Kids Can’t Read, What Teachers Can Do)
- Use of Reflective Journals and Portfolios including Student Learning Goals
- authentic assessments, both commercial (Princeton Review) and teacher/staff generated
- assignments based on real world issues and arguments (They Say, I Say; Graff and Berkenstein)
- research based projects based on real world issues and arguments
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- the presentation of clearly defined “Learning Targets” for all students by all teachers
- rubric self-assessment
- the involvement of community members and educational partners in instructional presentation

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Using professional learning communities, groups of teachers grouped by lesson planning proficiency, to collaborate on lesson planning and delivery
- Examining student work monthly

- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at TEACH Academy of Technologies Charter School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Studies, Science, and Visual/Performing Arts at each grade level.

Integrated Technology Education- Goal 2

TEACH Academy of Technologies Charter School will utilize technology-based interactive instruction and visual learning experiences to support achievement in all core subjects to ensure students become literate and knowledgeable in the technologies of the 21st century. With these tools, low and high achieving students will have both the individualized attention and interventions that they need to catch up or excel with the standards-based core coursework.

Technology will be fully integrated into academic coursework in all classes. All students will be able to apply technological solutions (e.g. multi-media presentations, spreadsheet applications, web-design, project management tools, etc.) to academic and real-world situations. Among other applications, they will use technology to complete course work, and career aspirations. For example, students in an eighth grade history course may use the internet to research a historical court decision, use word processing software to write a report, and design and conduct multi-media presentations for a pre-determined audience.

Students and teachers of TEACH Academy of Technologies Charter School will use all forms of discrete educational software programs including integrating learning systems, computer-assisted instruction, and computed-based instruction guided by the North Central Regional Educational Laboratory <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>).

Other technology-related activities will also involve such skill training as typing and the Microsoft Office Suite that includes Word, Power Point and Excel.

Technology Research

Research shows that interactive technologies help raise student achievement. Below is a summary of various research findings.

In their meta-analysis review of research conducted between 1993 and 2000 on the effectiveness of Discrete Educational Software (DES), Murphy et al (2001) found evidence of a **positive association**

between use of DES¹⁰ products and student achievement in reading and mathematics, an association consistent with earlier reviews of the research literature on the effectiveness of computer-based instruction (e.g., Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995; Ryan, 1991). Students in the early grades, from pre-K to grade 3, and in the middle school grades appear to benefit most from DES applications for reading instruction, as do students with special reading needs.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed **positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas**, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, **has been credited with improving grades, motivation and discipline in classrooms across the state**, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test, administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show **positive gains in achievement on researcher constructed tests, standardized tests, and national tests**.

Wenglinisky (1998) noted that for fourth- and eighth-graders technology **has "positive benefits" on achievement as measured in NAEP's mathematics test**. Interestingly, Wenglinisky found that using computers to teach low order thinking skills, such as drill and practice, had a negative impact on academic achievement, while using computers to solve simulations saw their students' math scores increase significantly. Hiebert (1999) raised a similar point. When students over-practice procedures before they understand them, they have more difficulty making sense of them later; however, they can learn new concepts *and skills while* they are solving problems. In a study that examined relationship between computer use and students' science achievement based on data from a standardized assessment, Papanastasiou, Zemblyas, & Vrasidas (2003) found it is not the computer use itself that has a positive or negative effect on achievement of students, but the way in which computers are used.

Research indicates that computer technology **can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging**

¹⁰ The primary form of student learning "from" computers is what Murphy, Penuel, Means, Korbak and Whaley (2001) describe as discrete educational software (DES) programs, such as integrated learning systems, computer-assisted instruction, and computer-based instruction.

Murphy, R., Penuel, W., Means, B., Korbak, C., Whaley, A. (2001). *E-DESK: A Review of Recent Evidence on the Effectiveness of Discrete Educational Software*. Menlo Park, CA: SRI International.

students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).

In a 2001 study of Enhancing Missouri's Instructional Networked Teaching Strategies (eMints) program, a statewide technology integration initiative, eMINTS students **scored consistently higher on the Missouri Assessment Program (MAP) than non-eMINTS students**, including eMINTS students classified as having special needs. The higher MAP results were found to be associated with the instructional practices (Evaluation Team Policy Brief, 2002).

Results from other studies (Perez-Prado and Thirunarayanan 2002; Cooper 2001; Smith, Ferguson and Caris 2001) also suggest that **students can benefit from technology-enhanced collaborative learning methods and the interactive learning process.**

Roschelle, Pea, Hoadley, Gordin, & Means (2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom: **(1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, and (4) connections to real-world contexts.** They also indicate that use of technology is more effective as a learning tool when embedded in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment, and a school's capacity for change.

Character Education – Goal 3

TEACH Academy of Technologies Charter School will educate all students Socially, Physically, Emotionally, Aesthetically (*appreciation of what is beautiful*), Intellectually/Cognitively, Morally, Culturally, and Technologically, so that upon culmination, the knowledge and the experiences acquired at TEACH Academy of Technologies Charter School will be effectively applied to their daily lives.

Undoubtedly, the 21st century will present social, environmental, and ethical problems such as never before realized. "The problems of the world," stated President John F. Kennedy, "cannot possibly be solved by skeptics or cynics whose horizons are limited by the obvious realities. We need men (and women) who can dream of things that never were." The educated person in the 21st Century must be a perceptive, problem-solving visionary, able to "look forward" and focus beyond the limits of the singular or bi-cultural society, to think critically, ethically, and morally on unbiased levels. There must be complete literacy and a cognitive command, a capacity to speak the global language of The Arts and The Humanities, with the ability to express feelings skillfully, articulating personal values on sensitive and critical issues.

TEACH Academy of Technologies Charter School strongly encourages sensitivity, community awareness, service, and positive-driven action for its students. The character development program will be a critical values clarification part of the extended activities of the school. Not only will we seek to provide the educational tools needed for the 21st century, we seek to instill in our students skills for great personal character, an enduring commitment to excellence such as exemplified by visionary car maker, Professor Ferdinand Porsche, Sr., who, when asked, "Which was his favorite model" in the long line of Porsche automobiles, replied: "I haven't built it yet!"

Our students will be guided to great moral character-building through the "Essence of Commitment." The

Essence of Commitment program spotlights best practices, and rewards those who concentrate on what adds value. Commitment is here defined as a force that binds individuals to a course of day-to-day relevant thinking, feelings, and actions as demonstrated by a good self-image, a positive attitude toward learning, and good conduct toward others:

Dignity

- Self-respect
- Personal Pride
- Cultural Awareness
- Positive attitude

Self-Discipline

- Self-Control
- Character
- Attentiveness
- Courage

Respectful Behavior

- Polite
- Courteous
- Well-mannered
- Friendly

Hard Work

- Goal Oriented
- Persistent
- Conscientious
- Achiever

Cooperation

- Agreeable
- Sharing
- Helpful
- Team Work/Player

Kindness

- Gentleness
- Compassionate
- Forgiving
- Appreciative

Fairness

- Reasonable
- Unbiased
- Open-minded
- Flexible

Integrity

- Honest
- Truthful
- Reliable
- Ethical

Creative Problem-Solving

- Peaceable
- Practical
- Logical
- Rational

Personal and Community Responsibility

- Good Citizenship
- Obeys the Rules
- Safety First
- Respect for Authority

Students will be encouraged to develop and sustain an on-going 'essence of commitment' to the excellence of learning; to each other; to teachers and school, to parents, and to their community.

Academic Rigor

Every student will be held to high standards. Rigorous curricula and very well planned quality instruction will be the order of the day in each classroom. Our students will be intellectually challenged. Each classroom will be a museum of positive and success-driven knowledge. Our students will be taught to develop independent study skills. They will be taught how to focus on the work at hand. The entire environment of the school will give the message that **ONLY THE BEST IS GOOD ENOUGH!!!** Students will know the value of a sound education. Our students will develop a very firm understanding of the connection between knowledge, thinking, and reasoning. Our curriculum will allow our students to gain an in-depth understanding of topics so as to maintain a very high level of engagement throughout the positive-driven learning process.

Literacy Across the Curriculum

Improving student literacy is at the heart of all teaching and learning at TEACH Academy of Technologies Charter School. In every discipline, in every unit, in every lesson plan, the improvement of student literacy is the central concern. This work is spearheaded by the teacher designated as Literacy Coordinator who will develop, implement, and evaluate the school-wide literacy program. Additionally, the Literacy Coordinator conducts interventions for individual students when indicated.

The 2004 report from the Carnegie Corporation of New York and the Alliance for Excellent Education titled *Reading Next: A Vision for Action and Research in Middle and High School Literacy* outlines fifteen elements of effective adolescent literacy programs as described in **Appendix A**. We consider that implementing all fifteen of the elements will be a challenge, as a new school with a focus on student literacy, TEACH Academy of Technologies Charter School will be able to begin its program around three of the suggested elements.

In order to meet its goal of academic proficiency for students who by grade 5 have already fallen behind and are scoring at Basic and Below Basic, or Far Below Basic on the English-language Arts and/or Math sections of the California Standards Test, the TEACH Academy of Technologies Charter School will implement a three-pronged literacy program, based on the fifteen recommendations in the Reading Next profile. The three elements of the literacy program to be implemented will include:

1. Reading intervention program in order to bring students up to grade level
2. Rigorous, standards-based Language Arts/History-Social Studies block in order to enable students to master grade level content and skills
3. School-wide reading and writing in the content areas program that integrates common reading, writing, and learning strategies and instructional practices across the curriculum

PowerMyLearning

The school has identified some key habits of mind and work that complement the state content standards and are a necessary element of academic proficiency and true college readiness. These skills will be taught throughout the curriculum, and especially in a class called *PowerMyLearning*, an intervention and learning strategies course which focuses on:

- Study skills, including how to do homework and prepare for tests
- Time management and organizational skills
- Fluency in academic vocabulary and discussion, both in terms of understanding and decoding prompts and problems as well as using appropriate diction in written work
- How to collaborate effectively with peers, teachers, and tutors
- Use of technology, including internet research and basic word processing
- Self-presentation skills, including public speaking and interactions with visitors
- Information literacy and functional reading

Starting in 7th grade, students will participate in the extended day schedule *PowerMyLearning* curriculum that will include a significant focus on more advanced technological skills; students will learn key computer research and productivity skills that will support their work in middle school and beyond. They will learn to use the internet to:

- Find material to help them solve problems
- Support a persuasive argument
- Illustrate broader research

They will learn to present their work effectively using word processing and PowerPoint-type programs. In addition, students will work to use technology as a tool to improve their oral presentation and public speaking skills. The class will also help students focus on the school's core value of *Commitment*, and to understand how their daily work connects with long-term goals. To support them in this effort, the College Readiness course will also include a "*Commitment Portfolio*," where students collect their work over time as a way of tracking their long-term progress and achievement in important areas that may not be captured in more traditional, objective assessments.

The *Commitment Portfolio* will include sample work and assessments from:

- All content classes
- Interdisciplinary projects
- Art work

- Creative writing
- Student Reflections on their own progress
- Personal Vision for eventual college success
- *Commitment* Scores which evaluate work ethic and attitude in each class

Students review their *Commitment* Portfolio weekly with the teacher, and reflect both on areas of achievement and areas that need additional attention.

The *Commitment* Portfolios will be shared with families on a regular basis, including a yearly Community *Commitment* Exhibition where all students share their portfolios with the school community.

Extra Time for Additional Instruction, Guided Practice

Students entering TEACH Academy of Technologies Charter School with below grade-level skills, or who may find the curriculum and pace of learning to be challenging will be provided extra time for additional instruction. To ensure that all students attending TEACH Academy of Technologies Charter School can meet the school's academic goals, the school has a range of support programs and structures designed to enable students to access curriculum and instruction to meet their particular needs.

Students requiring extra time and attention in closing significant gaps in learning, need extra time in order to become fully ready for grade-appropriate curriculum. To ensure that all students have ample opportunity for guided practice, individualized coaching, and additional instruction, the school day, week, and year will be extended to allow for the implementation of several programs targeted at the needs of the students. The school's extended day, week, and year will take shape in the following ways:

1. Extended Learning Time

TEACH Academy of Technologies Charter School will provide instruction time not included in the above calculations, and in addition to regular instructional time.

Additional time is as follows:

1. Activities

During the after school activities period, students will participate in enrichment opportunities that supplement the intense coursework that takes place during the regular school day. The Activities period will include Advisory, Visual and Performing arts experiences, weekly assemblies, student performances, and guest speakers or presentations.

Currently, TEACH Academy of Technologies Charter School is considering a wide array of enrichment classes that may be offered during after school. TEACH Academy of Technologies Charter School provides music, dance and sports through the after school program funded by the ACES grant.

2. Tutorial

Tutorial is an after school class where students receive individual guided practice and homework assistance from teachers and tutors. Students self-assign themselves to tutoring or have a referral from a teacher. The tutorial period is explicitly designed to respond to student achievement data, and to target student areas of difficulty. It provides another opportunity for extended learning and academic support.

Tutorial will run from 3:15-4:15 pm on each full day of school. Students will spend this time in a variety of ways, depending on their current needs and interests.

Activities will include:

- | | |
|----------------------|---------------------------------------|
| Guided Practice | Supervised Homework time and Support; |
| Small group | One-On-One Tutoring |
| Remedial Instruction | Enrichment |

Students will be coached and given the opportunity to practice the learning strategies and work habits encountered in regular course work.

3. Saturday Academies

At Saturday Academies, students will have time for additional remedial instruction, enrichment instruction, and academic workshops. Students will receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with The Arts and Enrichment Programs including practices reflecting Howard Gardner’s ‘seven intelligences’. Students who have not demonstrated mastery of the power standards or anchor standards are selected first for Saturday academy. Enrollment in then open to all other interested students.

Sample Saturday Academy Schedule:

Time	Class	Minutes
9:00-9:50 am	Literacy Workshop	50 minutes
9:55-10:45 am	Numeracy Workshop	50 minutes
10:45-11:05 am	Break	20 minutes
11:10-12:00 pm	Writing Workshop	50 minutes

4. School Culture of Support

For many students of our target population under achieving in school becomes an expected expectation. The TEACH Academy of Technologies Charter School culture, which rewards effort and positive attitudes, is designed to give children and their families both the hope that they can believe in and the tools to make that hope for proficiency a reality. Every element of the school day, whether it is in the classroom, in school-wide activities, at school events, or on fieldtrips, is committed to helping students learn the values and behaviors necessary for success. These school-wide values will have a direct impact on the quality of teaching and learning at the TEACH Academy of Technologies Charter School.

Our students will learn to take their aspirations and turn them into concrete behaviors and attitudes. The curriculum and instruction in all classes will provide students with an opportunity to learn and adopt the behaviors of success:

- How to work hard and productively in the classroom
- How to work hard and productively on homework assignments
- How to actively contribute inside and outside the classroom
- How to collaborate with teachers, tutors and peers.

Students will have regular opportunities, in activities such as assemblies or fieldtrips, in Advisory, in writing assignments from across the curriculum, and creative expression to reflect, and present their values and choices.

The curriculum will consistently give students opportunities to examine how dignity, self-discipline, and respectful behavior reflect community expectations, and how hard work, cooperation, kindness, fairness, integrity, creative problem solving, personal and community responsibility, attributes of Commitment, are necessary for college success.

Another important element ensuring that our students succeed is in creating a school culture that is safe and welcoming, where students can focus all of their energies on their studies. All staff will maintain the same high expectations for behavior and attitude, and will always make sure that students and families understand how the demanding code of conduct of TEACH Academy of Technologies Charter School is critical to developing productive habits of the mind, a positive learning environment, and helps prepare students for the challenges of positive high school and college experiences.

6. Parent Involvement

A key piece of the school culture to support student achievement is the process of continuous communication and collaboration with families. As students move through their school year, progress toward personalized goals is carefully tracked and shared monthly with families.

Interdisciplinary Core Design Grades 5 & 6

How Curriculum Meets the Needs of the Target Population

The typical student attending TEACH Academy of Technologies Charter School will come from a socioeconomically marginalized community where low student achievement and low expectations are entrenched. They will come from low income families where educational attainment is minimal, and most students will need deep academic intervention. Our students will come from a community that is exhausted of being neglected. Personalization in learning provides that TEACH Academy of Technologies Charter School will be able to reach all students on the achievement continuum.

Effective integration of technology across the curriculum has been shown to increase achievement across grade levels. Research indicates that there is a positive correlation between technology integration and an increase in math scores regardless of demographics or grade level.

The implementation of the Backward Design method coupled with a technology-aligned approach with its effective academic delivery, and with appropriate intervention, enrichment, and a strong program of

support, each student at TEACH Academy of Technologies Charter School will be led towards standard mastery. Every student is highly expected to succeed. TEACH Academy of Technologies Charter School believes that all children can learn if taught well and given opportunity. It is expected that prior cultural experiences and academic achievement will pose no enduring challenge to successful learning that leads toward proficiency. In this design for learning, students of South Los Angeles and their families will be able to see a ray of hope.

Our goal at TEACH Public Schools is first and foremost to prepare ALL students to graduate from middle school ready for success in high school and ultimately college. Additionally, TEACH aims to help students acquire the attitudes, knowledge and skills that contribute to effective learning in school and in life, to help students understand the relationship of academics to professional life, and to discover knowledge of self to make informed career decisions.

PROMOTION REQUIREMENTS

Subject Area	Grade 6	Grade 7	Grade 8
A. History / Social Science	- World History and Geography: Ancient Civilizations	- World History and Geography: Medieval and Early Modern Times	- United States History and Geography: Growth and Conflict
B. English/ Language Arts	- English 6	- English 7 - English 7 (Honors)**	- English 8 - English 8 (Honors)**
C. Math	- Math 6	-Math 7 - Pre-Algebra** - Pre-Algebra (Honors) ** - Algebra**	-Math 8 -Pre-Algebra** - Algebra** - Algebra (Honors) **
D. Science	- Integrated Science 6	- Life Science	- Physical Science
F. Visual / Performing Arts	Dance~~	-Art~~	- Art~~ - Drama~~
Elective	-Destination Success (Math/Reading Intervention) ** - Direct Learning ** -PowerMyLearning	- Math/ELA Arts Applications ~~ - Math/Literacy and Media Support ~~ - Direct Learning ** -PowerMyLearning	-Direct Learning ** -PowerMyLearning
Physical Education	- PE	- PE	-PE
Other Electives	- Resource Lab ** - Computer Literacy ** -Creative Writing **	- Resource Lab ** -Intro to Journalism -Creative Writing **	- Resource Lab ** Social Justice -Creative Writing **
** Future Course Offering ~~ Past Offering			

HISTORY/SOCIAL SCIENCE

(CORE/COLLEGE PREP) WORLD HISTORY: ANCIENT CIVILIZATIONS 6A - WORLD HISTORY: ANCIENT CIVILIZATIONS 6B -

(YEAR) 6th GRADE

(World History and Geography: Ancient Civilizations)

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

(CORE/COLLEGE PREP) WORLD HISTORY: MEDIEVAL TIMES A – WORLD HISTORY: MEDIEVAL TIMES B –

(YEAR) 7th GRADE

(World History and Geography: Medieval and Early Modern Times)

This course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

(CORE/COLLEGE PREP) UNITED STATES HISTORY 8A - UNITED STATES HISTORY 8B -

(YEAR) 8th GRADE

(United States History and Geography: Growth and Conflict)

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

ENGLISH

**(CORE/COLLEGE PREP) COMMON CORE ENGLISH 6A –
COMMON CORE ENGLISH 6B –**

(YEAR) 6th GRADE

Prerequisite: None

The goal of the Grade 6 Common Core English course in ELA is to build in each student, by the time they complete middle school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 6 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

**(CORE/COLLEGE PREP) COMMON CORE ENGLISH 7A –
COMMON CORE ENGLISH 7B –**

(YEAR) 7th GRADE

Prerequisite: None

The goal of the Grade 7 Common Core English course in ELA is to build in each student, by the time they complete middle school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 7 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

**(CORE/COLLEGE PREP) COMMON CORE ENGLISH HONORS 7A –
COMMON CORE ENGLISH HONORS 7B-**

Prerequisite: None

(YEAR) – 7TH GRADE

This course is for 7th graders who have demonstrated distinguished abilities in the various components of English. In addition to more rigorous pacing, students will be expected to complete additional homework and presentations.

**(CORE/COLLEGE PREP) COMMON CORE ENGLISH 8A –
COMMON CORE ENGLISH 8B –**

(YEAR) 8th GRADE

Prerequisite: None

The goal of the Grade 8 Common Core English course in ELA is to build in each student, by the time they complete middle school and transition into secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 8 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

**(CORE/COLLEGE PREP) COMMON CORE ENGLISH 8 HONORS A
COMMON CORE ENGLISH 8 HONORS B –**

(YEAR) 8th GRADE

Prerequisite: Completion of English 7, Application & Teacher Recommendation

This course is for 8th graders who are meeting or exceeding grade level lexile level expectations and who benefit from an accelerated pace and more challenging content. In addition to covering all the skills and content that the English 8 course covers, students will engage in activities with accelerated rigor such as reading texts at higher lexile levels, completing writing assignments with more cognitively challenging prompts, and participating in more student-led discussions such as Socratic Seminars. Students will combine the Common-Core aligned Pearson curriculum with extension activities designed to make the curriculum more relevant to their daily lives and future college goals. Students will be challenged to find common themes among topics as disparate as Communism and Gangs, Witch Hunts and Immigration, and John Adams and Video Games. Students will read the anchor texts *Red Scarf Girl* and *The Crucible*, Common Core exemplar texts, and will supplement that reading with primary source documents such as Supreme Court cases, the Bill of Rights, and historical memoirs. Students will additionally be prepared for success on a college-bound path by gaining technological literacy through the use of technology to both learn content and produce work commensurate with the demands of a 21st century education.

MATH

(CORE/COLLEGE PREP) COMMON CORE MATH 6A –

COMMON CORE MATH 6B –

(YEAR) 6TH GRADE

Prerequisite: *Successful completion of Common Core Math Grade 5*

Common Core Math 6 is the first of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 6th grade students under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(CORE/COLLEGE PREP) COMMON CORE MATH 7A –

COMMON CORE MATH 7B –

(YEAR) 7TH GRADE

Prerequisite: *Successful completion of Common Core Math Grade 6*

Common Core Math 7 is the second of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(CORE/COLLEGE PREP) HONORS COMMON CORE MATH 7A –

HONORS COMMON CORE MATH 7B –

(YEAR) 7TH GRADE

Prerequisite: *Successful completion of Common Core Math Grade 6*

Honors Common Core Math 7 is the second of a sequence of three courses at the middle school level from Common Core Math 6, 7, and Common Core Integrated Math 1. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on four

critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**(CORE/COLLEGE PREP) MATH COMMON CORE 8A –
MATH COMMON CORE 8B –
(YEAR) 8TH GRADE**

Prerequisite: *Successful completion of Common Core Math Grade 7AB*

Common Core Math 8 is the third of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 8th grade students under the Common Core State Standards Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**(CORE/COLLEGE PREP) CC INTEGRATED MATH 1A –
CC INTEGRATED MATH 1B –
(YEAR) 8TH GRADE**

Prerequisite: *Successful completion of Common Core Math 8 or Honors Common Core Math 7 (accelerated course).*

Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

SCIENCE

**(CORE/COLLEGE PREP) INTEGRATED SCIENCE 6A –
INTEGRATED SCIENCE 6B –
(YEAR) 6TH GRADE**

Prerequisite: *None*

In this Integrated Science course, students explore the cross cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

(CORE/COLLEGE PREP) LIFE SCIENCE 7A -

LIFE SCIENCE 7B -

(YEAR) 7th GRADE

The major purpose of this course is to provide all students with science concepts that build upon the students' K–6 experience. Emphasis will be placed on Investigation and Experimentation and the Science Standards which will prepare students to lead successful and productive lives and prepare them for future science courses. The middle school teacher uses a balanced (inquiry/text) approach and establishes connections between Earth/Space Science, Physical Science, Life Science, with a focus on Life Science.

(CORE/COLLEGE PREP) PHYSICAL SCIENCE 8A –**PHYSICAL SCIENCE 8B –**

(YEAR) 8th GRADE

The Physical Science Standards stress an in depth understanding of the nature and structure of matter and the characteristic of energy. The standards place considerable emphasis on the technological application of Physical Science Principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Student will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources.

VISUAL AND PERFORMING ARTS (VPA)**(NON CORE/COLLEGE PREP) ART A –****ART B –**

(YEAR) 8th GRADE

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In General Art, students expand their knowledge of the visual arts while making meaningful connections between the arts and their own experiences through a series of instructional units that combine observing and creating in arts media; reading, writing and speaking about, and reflecting upon the arts. Arts activities focus on applying knowledge of the elements and principle of art to units on drawing, painting, lettering, perspective, sculpture, and the world crafts.

(NON CORE/COLLEGE PREP) ART AND LITERACY –

(SEMESTER) 7/8th GRADE

Students will build reading comprehension, engage in high-level writing activities, and expand their vocabulary and content knowledge in history/social science, through exposure to art history. Students will apply their learning to art projects. The course will be based on project-based learning and will integrate technology and critical thinking.

(NON CORE/COLLEGE PREP) DRAMA A –**DRAMA B –**

(YEAR) 8th GRADE

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Additionally, students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, electronic media productions and live performances.

**(NON CORE/COLLEGE PREP) INTRO TO DANCE A –
INTRO TO DANCE A –**

(YEAR) 6TH, 7TH, 8TH GRADE

This class will introduce students to the basic vocabulary and style of dance movement. Dance is about personal style and expression. This high energy class can be taught to anyone with a passion to move, so no dance experience is required.

PHYSICAL EDUCATION

**(CORE/COLLEGE PREP) PHYSICAL EDUCATION 6A –
PHYSICAL EDUCATION 6B –**

(YEAR) 6TH GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

**(CORE/COLLEGE PREP) PHYSICAL EDUCATION 7A –
PHYSICAL EDUCATION 7B –**

(YEAR) 7TH GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

**(CORE/COLLEGE PREP) PHYSICAL EDUCATION 8A –
PHYSICAL EDUCATION 8B –**

(YEAR) 8TH GRADE

Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

GENERAL ELECTIVES

**(NON CORE/COLLEGE PREP) COMPUTER LITERACY 6A –
COMPUTER LITERACY 6B –**

(YEAR) – 6TH GRADE

Introductory course to measure and increase the literacy level of our students in computer basics, mouse and keyboarding skills, how to use the internet for research, improve typing skills, and teach Microsoft Suite programs Word and PowerPoint. Students also use the computer for researching projects for and intervention needs in the core classes.

**(NON CORE/COLLEGE PREP) CC CREATIVE WRITING A –
CC CREATIVE WRITING B –**

(YEAR) – 7TH GRADE

Creative writing will supplement the core ELA class by creating additional opportunities to apply Common Core writing and language conventions. Additionally, this course will incorporate the reading standards through textual analysis to determine/ appreciate author's purpose, genre classification, aesthetics of authors' stylistic devices, etc. Students will demonstrate mastery of aforementioned literary elements by identifying them in the works of others and incorporating them into their own writing. Students will engage in the entire composition

process, from brainstorming to writing to editing/ revising to publishing. Reading/ writing genres include autobiographical narrative, short story, myths, fables, folktales, sci-fi, graphic novels, poetry, and drama.

(NON CORE/COLLEGE PREP) 6A –POWER MY LEARNING

6B – POWER MY LEARNING

(YEAR) 6th -8th GRADE

This elective course supports the CC Math and CC English core curriculum. The course integrates technology as a means to help 6th grade students develop math concepts, writing skills, reading comprehension, and enhance their knowledge of technology. The course is designed to enhance the core curriculum while integrating the technology that helps increase the literacy (lexile) level of our students, continue to increase math concept skills, and introduce and hone computer skills for research.

(NON CORE/COLLEGE PREP) INTRODUCTION TO JOURNALISM A –

INTRODUCTION TO JOURNALISM B –

(YEAR) 7th GRADE

The purpose of this course is to offer introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources.

(NON CORE/COLLEGE PREP) RESOURCE LAB 6 A –

RESOURCE LAB 6 B –

(YEAR) 6TH GRADE

class is divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. It is also used to support students' transitional goals. The purpose of this class is to help students with special needs be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

(NON CORE/COLLEGE PREP) RESOURCE LAB 7 A –

RESOURCE LAB 7 B –

(YEAR) 7TH GRADE

The Resource Lab class is divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. It is also used to support students' transitional goals. The purpose of this class is to help students with special needs be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

(NON CORE/COLLEGE PREP) RESOURCE LAB 8 A –

RESOURCE LAB 8 B –

(YEAR) 8TH GRADE

The Resource Lab class is divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. It is also used to support students' transitional goals. The purpose of this class is to help students with special needs be successful in the general

education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

**(NON CORE/COLLEGE PREP) SOCIAL JUSTICE AND RESPONSIBILITY A-
SOCIAL JUSTICE AND RESPONSIBILITY B-
(YEAR) 7th GRADE**

This course is designed for students that have expressed an interest in the study of law. It serves as an introduction to civic responsibility and social justice. Student will analyze the U.S. Constitution and the Bill of Rights and the role the documents play in Three Branches of the U.S. Government. Students will also develop an understanding for the rights of and the roles of American citizens in the creation of law.

COURSE OFFERINGS ACCELERATING TOWARD PROFICIENCY

Students at TEACH Academy of Technologies Charter School will be enrolled in the following courses:

- English-Language Arts
- Social Science
- Math/Science
- PowerMyLearning
- Physical Education
- Elective Courses

These courses are based on the California state frameworks and standards for each content area and each grade-level. They are heterogeneously grouped, with students of all ability and language levels participating. Differentiation and English Language Development support is incorporated into each course to ensure that each student receives both the challenge and assistance they need to be successful. This core coursework uses grade- appropriate instructional materials. Remedial materials are used in the intervention courses described in supplemental, but not in the classes listed here.

Rationale for ELA/HSS and Math/Science Interdisciplinary Core Design (Grades 5 & 6)

Interdisciplinary Core Classes: English-Language Arts / History-Social Science and Math / Science.

Interdisciplinary cores most appropriately meet the developmental needs of middle school students. The approach of thematic instruction contextualizes learning of particular benefit for ELs, providing them with multiple opportunities to understand and process new information.

According to a 1999 research report by the Northwest Regional Educational Laboratory (NWREL) called “The Inclusive Classroom: Teaching Mathematics and Science to English Language Learners,” there are several aspects to Math and Science curricula that are most effective for EL students. These aspects include thematic instruction where students have an “opportunity to use subject material language in an authentic context,” as well as a “focus on literacy, especially in the area of vocabulary development, academic language, and writing.” According to the report, this type of curricula works best in a “school culture which recognizes individual student’s challenges while holding all students accountable to the same academic goal.” All of these

recommendations are reflected in the TEACH Academy of Technologies Charter School Math/Science core, and apply equally well to the English-Language Arts/History-Social Science Core.

Interdisciplinary core programs also take advantage of the connections between different subject areas to give students ample opportunity to develop problem-solving techniques and critical thinking skills a cross disciplines. The core structure provides greater opportunity to develop and implement curricula featuring project-based learning, real-world problem solving, and the development of research, analytical, and communication skills.

Literacy is the major focus of TEACH Academy of Technologies Charter School. In 5th and 6th grades, the teacher will provide direct instruction in reading comprehension strategies using a common text that all students can access.

Additionally, students will engage in a sustained silent reading program. The teacher will explain the strategy and demonstrates its use. Students then engage in group and independent guided practice using strategies demonstrated by the teacher.

Instructional practices used during Reading Comprehension include:

- Previewing
- Predicting
- Literature Circles
- Thinkalouds
- Text Coding
- Comprehension Monitoring
- Fix-it strategies
- Discussion Graphic Organizers
- Response to Text

Texts to be used during this portion of instruction include the Social Studies textbook, short stories, articles, portions of novels, and primary source materials.

Students will also participate in the Self-Selected Reading Program. During this time, students will engage in sustained silent reading of texts at their independent reading levels. Students will continue to practice the strategies learned during the Guided Reading block.

Texts to be used during this portion of instruction include leveled fiction and nonfiction books related topically or thematically to the History-Social Science curriculum.

Differentiation of Instruction

1. Students will read texts at their individual instructional reading levels.
Some students will be reading texts that are below grade-level; some will be reading texts at grade-level; some will be reading texts above grade-level. The level of texts that students work with will change as their reading level changes.
2. As teachers move around the room and conference with students, the focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.

In the writing portion literacy focus, students will be engaged in practice and independent writing skills-building. Lessons to be introduced during the Writing segment of the direct literacy program will include lessons on style, structure, craft, and mechanics. The teacher will model “thinkaloud” to make the practice and thought processes used by expert writers visible and accessible learning from direct instructions.

During direct instruction, the teacher will provide extensive modeling and will “thinkaloud” to make the practices and thought processes used by expert writers visible and accessible to students. Students will then engage in independent writing, applying and practicing learning from direct instruction to their own work. During independent writing, teachers will conduct writing conferences or small group instruction.

Differentiation of instruction

1. Teachers will move around the room conferencing with individual students. The focus of the interaction will vary based on student need and ability. Different strategies and levels of application for various strategies will be emphasized at different times with different students to ensure that each student is being challenged and working in their zone of proximal development.
2. As teachers group students for small group instruction, at times, students will be grouped by ability, strength, or weakness. This will enable the teacher to provide instruction that is tailored to a variety of needs and abilities. At other times, student modeling will be encouraged as students group in mixed writing-ability groups.

Word Work as a literacy study emphasis will include direct instruction in word analysis, fluency, and systematic vocabulary development.

Teachers will present mini-lessons and students will then engage in differentiated guided and independent practice using activities from resources such as:

- *Words Their Way*
- *Word Study for Phonics*
- *Vocabulary*,
- *Spelling Instruction (Donald Bear, et al)*

Differentiation of instruction occurs during this block based on where students fall on the Spelling Inventory included in *Words Their Way*. Based on that assessment, students will work on word study activities appropriate to their stage of spelling development:

- Pre-phonemic Spelling
- Early Letter
- Name Spelling
- Letter Name Spelling
- Within Word
- Pattern Spelling
- Syllable Juncture Spelling
- Derivational Constancy Spelling

Though all students engage in similar activities:

Word Sorts
Word Journals
Word Hunts, etc.,

The content of the activity varies based on each student's stage of development.

As students progress along the continuum, they will work on more complex word activities.

As students approach or achieve grade-level proficiency, it is anticipated that they will begin working at the Derivational Constancy Spelling¹¹ level.

The final portion of the literacy emphasis will be devoted to delivering content from the California History-Social Science Content Standards.

Instructional activities during this segment include:

- Map work
- Slide lectures
- Experiential Activities
- Content area reading and writing

Students will again be engaged in direct instruction and guided and independent practice in content area learning strategies. Activities will include note-taking from lecture and text.

Differentiation of instruction

- 1) Acceleration and compacting for students who demonstrate on their unit pretests that they have already mastered unit material
- 2) Tiered assignments to address the learning at various levels of complexity
- 3) Flexible grouping in which students are grouped and regrouped for a variety of purposes at various times:

Interest

Ability

Home/Expert Groups

Textbooks and Other Educational Materials

Instructional Materials for Core Curricula

The following chart details instructional materials that TEACH Academy of Technologies Charter School expects to use in the English-Language Arts/History-Social Science and Math/Science core programs.

Development of Technology Skills and Student Use of Technology

The instructional program will provide and support students' development of technology-related skills and student use of technology. The instructional program will ensure that students will be prepared to take computer-based state standardized assessments. Our instructional programs allows students to develop the technology skills needed for assessment success, including: computer fundamentals, keyboarding, word processing, research and evaluation, and charts and graphs.

¹¹ At the Derivational Constancy Spelling stage, or Level E, students spell most words correctly. In this stage, they learn spelling patterns meaning with an emphasis on meaning and related word parts. They discover how spelling preserves meaning even when there are changes in sound. Students learn common prefixes and suffixes, examine the meaning of bases and roots, and learn about the classical origin of polysyllabic words.

The use of various technologies deliver different kinds of content and serve different purposes in the classroom. Our school has a 1:1 ratio of web enabled computers for student access. Our students all have a school issued email address powered by Google which gives them access to the entire Google Online Suite. Our students are provided time to use e-communications for learning. In addition to e communications our students use their Google Accounts for class learning, for example, word processing, database and spreadsheet, and modeling software. All student work is stored in the cloud and accessible by them at a different terminal. The basic premise of our tech program, the Google access, itself provides a basic platform for student access to computer based state assessments. The basic computer skills required to access student Google accounts is similar to the basic login and navigation to the Smarter Balance Assessment.

Technologies available in classrooms today range from simple tool-based applications (such as word processors) to online repositories of scientific data and primary historical documents, to handheld computers, closed-circuit television channels, and two-way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn (Prensky, 2005).¹² This research is referencing using communications as a tool for learning. Students at TAT have been the beneficiaries of **online lectures, flipped lessons, and real time video conferences** with citizens of other nations.

Technology at TAT is integrated into daily instruction with a wide range of implications that specifically fall into four categories inquiry, communication, construction and expression. Teachers are trained on how to integrate tech into lessons into these categories. Technology is embedded so that end of year testing isn't a student's first exposure. The PowerMyLearning Course uses online tools as a means of Intervention. Teachers administer classroom tests, as well as benchmarks online that contain Tech Enhanced Items, similar to those on the Smarter Balance exam.

¹² Prensky, M. (2005). What can you learn from a cell phone? Almost anything! *Innovate: Journal of Online Education*, 1(5).

Academic Calendar and Schedules

July							July							January 2016							January																		
S	M	T	W	Th	F	S	7/3 Fourth of July HOLIDAY							S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	1/4 Pupil Free Day Prof Dev											
			1	2	3	4										1	2								1	2	1/04 First Day of Spring Semester												
5	6	7	8	9	10	11												3	4									9	1/05-1/08 Reteaching Standards										
12	13	14	15	16	17	18												10	11	12	13	14	15	16								18	1/18 MLK Birthday HOLIDAY						
19	20	21	22	23	24	25												17	18	19	20	21	22	23															
26	27	28	29	30	31		7/27-7/31 School Site Prof Dev Plan							24	25	26	27	28	29	30	31																		
August							August							February							February																		
S	M	T	W	Th	F	S	8/3 First Day of School/Fall Semester							S	M	T	W	Th	F	S	2/15 Presidents Day HOLIDAY																		
						1	8/6 TEACH Thursday Assembly	8/21 TEACH Thursday Pillar	8/27 Back to School Night									1	2	3	4	5	6																
2	3	4	5	6	7	8											7	8	9	10	11	12	13																
9	10	11	12	13	14	15											14	15	16	17	18	19	20																
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23	24	25	26	27	28	29											28	29																					
30	31																																						
September							September							March							March																		
S	M	T	W	Th	F	S	9/7 Labor Day HOLIDAY							S	M	T	W	Th	F	S	3/21-3/25 Q3 Benchmarks																		
							9/8 Progress Report	9/10 TEACH Thursday Pillar	9/24 TEACH Thursday Latino HM									1	2	3	4	5	6	3/28-04/01 Spring Break															
6	7	8	9	10	11	12											6	7	8	9	10	11	12																
13	14	15	16	17	18	19											13	14	15	16	17	18	19																
20	21	22	23	24	25	26											20	21	22	23	24	25	26																
27	28	29	30				Q1 8 wks (39 days instruction 8/4-9/28-10/2 Q1 Benchmarks							27	28	29	30	31																					
October							October							April							April																		
S	M	T	W	Th	F	S	10/5 Pupil Free Day Prof Dev							S	M	T	W	Th	F	S	6/02 Last Day of Instruction																		
							10/6-10/19 Reteaching Standards	10/08 Student Led Conferences	10/08 TEACH Thursday Pillar	10/22 TEACH Thursday Disability A								1	2	3	4	5	6	7	Q4 10 wks (43 days instruction 3/21-6/02)														
4	5	6	7	8	9	10											3	4	5	6	7	8	9																
11	12	13	14	15	16	17											10	11	12	13	14	15	16																
18	19	20	21	22	23	24											17	18	19	20	21	22	23																
25	26	27	28	29	30	31											24	25	26	27	28	29	30																
November							November							May							May																		
S	M	T	W	Th	F	S	11/6 Progress Report							S	M	T	W	Th	F	S	5/30 Memorial Day HOLIDAY																		
							11/11 Veteran's Day HOLIDAY	11/19 TEACH Thursday	11/23-11/27 Thanksgiving									1	2	3	4	5	6	7															
1	2	3	4	5	6	7											8	9	10	11	12	13	14																
8	9	10	11	12	13	14											15	16	17	18	19	20	21																
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29	30																																						
December							December							June							June																		
S	M	T	W	Th	F	S	12/8 Progress Reports							S	M	T	W	Th	F	S	6/02 Last Day of Instruction																		
							12/10 TEACH Thursday Pillar	12/14-12/18 Q2 Benchmarks	12/19 Last day of Fall Semester	12/22-1/09/14 Winter Break								1	2	3	4	5	6	7	Q4 10 wks (43 days instruction 3/21-6/02)														
6	7	8	9	10	11	12											5	6	7	8	9	10	11																
13	14	15	16	17	18	19											12	13	14	15	16	17	18																
20	21	22	23	24	25	26											19	20	21	22	23	24	25																
27	28	29	30	31													26	27	28	29	30																		

Legend		Total Days of Instruction (92)		Total Days of Instruction (98)	
Total Instruction Days	190			98	
Early Release / PD Days	39			190	
Summer Session Days	0				
Holidays/Vacation Days	25				
Tchr PD, Retreat Days	5				
Pupil Free Days	3				
Benchmark Exams	15				
Reteaching Standards	11				

Mon, Tue, Wed, Fri	Purple Days
TEACH Affirmations	8:00am – 8:15am
PE/Power Learning/Study Hall	8:15am – 9:40am
Nutrition Break	9:40am – 9:55am
Period 1	10:00am – 11:05am
Period 2	11:05am – 12:05pm
Lunch	12:05pm – 12:35pm
Period 3	12:40pm – 1:45pm
Period 4	1:45pm – 2:50pm
Period 5	2:50pm – 4:00pm

Thursday Schedule

Thursday	White Days	Thursday	TEACH Days
TEACH Affirmations	8:00am – 8:15am	TEACH Thursday	8:00am – 9:10am
Period 1	8:20am – 9:10am	Period 1	9:10am – 9:50am
Period 2	9:10am – 10:00am	Period 2	9:50am – 10:30am
Period 3	10:00am – 10:50am	Period 3	10:30am – 11:10am
Period 4	10:50am – 11:40am	Period 4	11:10am – 11:50am
Period 5	11:40am – 12:35pm	Period 5	11:50am – 12:30pm
Lunch	12:35pm – 1:00pm	Lunch	12:30pm – 1:00pm
Dismissal	1:00pm	Dismissal	1:00pm

Physical Education Schedule

5 th Grade	Mondays
6 th Grade	Tuesdays
7 th Grade	Wednesdays
8 th Grade	Fridays

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	Yes	151	360	39	250	0		0		190	54000	64110	10110
6	Yes	151	360	39	250	0		0		190	54000	64110	10110
7	Yes	151	360	39	250	0		0		190	54000	64110	10110
8	Yes	151	360	39	250	0		0		190	54000	64110	10110
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Professional Development

Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment will be both local and global as necessary to find teachers appropriate for the school’s instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet the requirements for highly qualified teachers and staff required by the NCLB Act.

Date	PD Session - Middle School
	MyCore / Strategic Design
21-Aug	Sexual Harassment
28-Aug	NWEA Map
4-Sep	PWT / Illuminate Assessment Training
11-Sep	Using MAP Data - Principal’s Lead:
18-Sep	Whole Group: Cornell Notes Breakout Sessions:

	1. Williams - Facilitating Classroom Management Part 1, 2. Perez: Assessments
25-Sep	Benchmarks
2-Oct	Bridge Week Plan
6-Oct	Data Day – Illuminate – Training on Reports and Standards Based Grading in Illuminate for Real Time Data Driven Instruction
9-Oct	TPS Framework / ADVANCE / Classroom Observations (Formal and Informal)Breakout by School
16-Oct	Data and Content Teams
23-Oct	PWT
30-Oct	Common Core Instruction at the Middle School Level
6-Nov	Common Core Instruction for Middle School
13-Nov	Differentiated Instruction for EL/SPED/ Struggling Learners
20-Nov	Data and Content Teams
4-Dec	POLs at the Middle School
11-Dec	Preventing Instructional Loss over Holiday Breaks
18-Dec	PWT
12-Jan	Data Day
15-Jan	Flipped Classrooms Part 1
22-Jan	Flipped Classrooms Part 2
29-Jan	MAP
5-Feb	PWT
12-Feb	PowerMyLearning Revisit
19-Feb	Professional Learning Community Success: Learning from Each Other
26-Feb	Revisiting Backwards Design
5-Mar	Principal's Lead
12-Mar	Fighting Spring Fever and Maintaining School Culture
19-Mar	Tech Enhanced Instruction
26-Mar	PWT
30-Mar	Data Day
2-Apr	Tech Enhanced Instruction Pt II
9-Apr	Planning Successful Summer Projects
23-Apr	Lions and Tigers and Bears Oh My: Standardized Testing
30-Apr	PWT
7-May	POL Review
14-May	POL Updates
21-May	Summer Close Out Procedures
28-May	Professional Learning Community POLs
4-Jun	Final Reflections

Meeting the Needs of All Students

ENGLISH LANGUAGE LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

The TEACH Academy of Technologies English language support program will consist of five steps: 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

- 1 **Identification:** A home language survey (HLS) will be distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive, and not based on prior assumptions.
- 2 **Assessment:** Standardized tests such as the California English Language Development Test (CELDT) will be given to each incoming EL to determine each student's home language and English language proficiency level. The CELDT will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students' individual proficiency level for reclassifying if necessary.

- 3 **Support Services:** Appropriate language support services will be provided to all students that require them based on teacher observations, performance in English class and the CEDLT. Supports will happen during the PowerMyLearning, Homework Lab and afterschool. Teachers will monitor ELLs through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL programs will utilize the same educational content being provided as part of the regular school programs.
- 4 **Transition:** Once a student gains proficiency in English, English Teachers, Principal, Resource Teacher and Curriculum Coordinators are responsible for transferring the student out of the EL program and into the regular school program. Reclassify will be based on using LAUSD EL Master Plan guidelines and criteria
- 5 **Monitoring:** Students exiting an EL program and into a regular program will be continuously monitored for academic progress. English Teachers, Principal, Resource Teacher and Curriculum Coordinators determine if the regular program is adequately addressing student needs or if further language development is required.

Instruction for TEACH Academy of Technologies students identified as EL will integrate the CA State English Language Development Standards. TAT recruits teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELs. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes will be available to support EL development.

TAT will follow the LAUSD EL Master Plan guidelines for the reclassification of English learners. Reclassification will use these criteria:

- Performance level on the Fall CELDT
- Performance level in Language Arts on the CST
- Performance in the Fall and/or Spring semester in Language Arts
- Teacher observations

TEACH Academy of Technologies shall administer the CELDT annually by a trained CELDT test proctor and the Principal. TEACH Academy of Technologies shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

In the event a student enters TAT without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, CELDT and ELD level will be utilized to maximize the student's capacity for English language acquisition.

Long Term English Language Learners

We continue to support our Long Term English Learners after they have been reclassified. Students are clustered in heterogeneous and rigorous grade level content classes mixed with English Proficient students and taught with differentiated SDAIE strategies. Within our classrooms teachers use differentiation practices where LTELs receive emphasized instruction in writing, academic vocabulary and engagement. The performance data of LTELs is continuously analyzed along with our other subgroups. All hired teachers have the proper authorizations to work with English Learners.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter

schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS(Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)
- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

STUDENTS WITH SPECIAL NEEDS

TEACH Academy of Technologies is committed to the ideals of academic excellence, democratic leadership and personal growth for all students. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we expect to serve include English Language Learners, academically gifted students, academically low-achieving students, students of low socioeconomic status, and students with Individualized Educational Plans (IEPs).

Families enrolling with documented special needs students participate in discussions with the qualified, certificated staff to identify and assign the specific special needs services and/or programs as mandated by the child's IEP. Based on data gathered from existing documentation and the TAT' inscription documents, the staff of TAT will assign services for students projected needs. Requests, conferences, and assessments will be documented and kept in students' files. TEACH Academy of Technologies affirms that we will provide services as indicated in the students' IEP.

In the event a student enters TAT without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level will be utilized to maximize the student's capacity for English language acquisition.

ACADEMICALLY GIFTED STUDENTS

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. TAT will use the student cumulative files to determine which students have been identified as gifted students. The mission of TAT includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

- Project-based Learning
- Grade-level Advisory
- Integrated curriculum

Teachers will be prepared to provide additional challenges such as more difficult assignments or additional work for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material that is more challenging. Research shows that people deepen understanding through the process of teaching others.

TAT uses the NWEA MAP assessment to be used tri-annually to develop a baseline for students and to track growth over time. After every MAP assessment, each student receives a score which will indicate what he or she knows is ready to learn and projected to achieve. The RIT (Rasch Unit) scale assists TEACH Academy, by not only comparing data with all of our students, but it will also be used to identify and support gifted students. GATE students will be identified using a RIT Scale, benchmark assessments and teacher recommendations. Data collected will be used by teachers to differentiate their instruction for gifted students and as well all TAT students.

ACADEMICALLY LOW-ACHIEVING STUDENTS

The progress of all TEACH Academy of Technologies students will be reviewed throughout the year, with progress and concerns recorded in each students Personalized Educational Plan (PEP). Every year at the end of the first quarter, the Fall benchmark assessments are comparing to the outcomes of the previous STAR tests to set the academic goals for the year. The PEP goals for each subject are compared to the goals of the previous year's PEP (if a returning student), and aligned to the school-wide achievement plans.

TAT identifies students' performing below grade level through the results of PEP and student work products. Teachers, Principal and Curriculum Coordinator work together by analyzing data and making recommendations to identify students' struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP.

The support provided by TAT all teachers to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along this scale, according to need:

Level 1 Support Strategies for All Students

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

Level 2 Support Strategies for Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

Level 3 Support Strategies for Low-Achieving Students

- Formal TAT Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

TAT recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education. All TAT faculty will be trained in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

In core and non-core academic areas, the central goal for all TAT students continues to be for all students to demonstrate academic proficiency in all of the core academic areas. "Proficiency" will be defined as a score of proficient or above on the Smarter Balanced Assessment or its equivalent as identified by the CDE, and "Satisfactory" evaluations on PEP goals, projects, or presentations. "Proficiency" for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

Regular progress monitoring by Teachers, Dean, and Principal is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs. (See Elements 2 and 3 of the petition, below).

The progress of all TAT students will be reviewed throughout the year, with progress and concerns recorded in each students Personalized Education Plan (PEP)

STUDENTS OF LOW SOCIOECONOMIC STATUS

TEACH Academy of Technologies will be committed to meeting the needs of all students who enroll in the school. The school serves a neighborhood where the vast majority of residents are of a low socioeconomic status. Enrollment patterns in the first charter resulted in a demographic that was at least 90 percent FRPM students, which is why SES students are identified by the CDE as a significant subgroup.

In order to support students of a low socioeconomic background TAT does the following:

- Enable inclusive curriculum and assessment design
- Promote engagement with, and support from, others
- Encourage 'help-seeking' by students
- Minimize financial challenges for students and families
- Resource and support teachers of LSES students

Charter School endorses curriculum and assessment design that caters to diversity, integrates and scaffolds opportunities for students to learn literacy alongside discipline content, and aligns to academic standards. We create a sense of belonging for LSES students, ensure there are collaborative learning opportunities and peer-to-peer contact inside and outside the curriculum and provide opportunities for families and communities to engage with the institution. We encourage 'help-seeking' by students by requiring staff to use early feedback, providing feedback to students before an official grade report with opportunities to master standards previously not mastered. We normalize 'help-seeking' and provide infrastructure and resources to allow the monitoring and management of at-risk students. We minimize financial challenges for students by offering a free uniform shirt per semester as well as a PE uniform. Additionally our students have had access to health screenings, vision screenings and free health immunizations. Our extended day program with our afterschool provides support for families without any additional childcare costs.

In addition to the institutional supports, TAT teachers provide intangible services that benefit students from LSES backgrounds. Our teachers:

- Know and respect our students; they embrace and integrate their diversity and enable contributions of their knowledge to everyone's learning.
- Offer our students flexibility, variety and choice while upholding academic standards, students have choice in assessment and variety in teaching and learning strategies.
- Make expectations clear, using accessible language; We speak and write in plain language, and scaffold to more elevated language, to ensure students understand the concepts being taught, our expectations of them and what is required to be a successful student.
- Scaffold our students' learning; We take a step-by-step approach to teaching to ensure students build on what they bring to their education and are taught the particular discourses necessary to succeed.
- We are available and approachable to guide student learning; we make use of our individual expertise and guidance to improve their learning and performance.
- We are reflective; we reflect and seek to act on our own reflections, those from peers and informal feedback from students, to continuously improve our teaching practice and our students' learning.

STUDENTS WITH INDIVIDUALIZED EDUCATIONAL PROGRAMS

The TEACH Academy of Technologies staff will monitor students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the

breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to create a supportive environment for students with demonstrated needs, and to provide services for those students who have Individualized Education Plans (IEPs).

SPECIAL EDUCATION SERVICES

TEACH Academy of Technologies reasserts its commitment as a public school to serve all students enrolled. The share of students with an IEP for TEACH Academy of Technologies during the first charter has been within the range of 8% to 10%, reflecting the share of the LAUSD. This proportion is expected to remain at TAT.

TAT has developed a hybrid model for the provisioning of special education services, with one credentialed RSP instructor on staff, and the balance of services contracted via a state registered provider. Collectively, the staff providing special education services bring a rich set of experience to the school, and meet all certification requirements. For this charter TAT plans to maintain the hybrid model, projecting the hiring on an additional RSP on staff to accommodate enrollment growth.

“A Typical Day”

It was 7:30 a.m.

The school day started early for Ara Stones and Norma Gutierrez. Norma’s mom dropped the girls off. This would be their first day at TEACH Academy of Technologies Charter School, the new charter school in their community. The girls had heard good things about TEACH, and were proud to start school there.

Norma and Ara were excited, but they were a bit frightened on their first day. Even though everything had been thoroughly explained to them in orientation, they were still not exactly sure of what they were supposed to do and how they were supposed to do it. They stopped to figure things out.

Just then, approaching the campus, the girls noticed Roger Warren, an 8th grade boy who lived in the neighborhood. They followed him to see what he would do. The girls watched Roger unclick his lanyard which contained his identification card and a 20 gigabyte flash disk that housed his student projects, essays, music, and books on tape that he uses every day in several of his classes. After he scanned his card across the scanner, his mother and father at home or work were immediately notified via email and the school’s web site that their son was in school. Roger’s teachers would also be notified of his school presence when they opened up their grade book on their computers.

It was 7:35 a.m.

Roger sees the girls that he knows from his neighborhood and goes over to talk with them. He asked if he could help. That was a big relief. Roger said, “Hey, Norma and Ara, did you know that before school, you can choose to sit in the library/lounge or hang out in the quad area where there is a soft lawn of grass, a game area complete with ping pong tables, Nerf boards, chess boards, and basketball courts?” The girls stood, thinking. Noticing them, Roger went on, “Or, you might like to go to our Open Air Room.” Roger walked them there.

The Open Air Room is a large Multi-Purpose area with long tables, round tables, folding chairs, soft chairs and bean bags, and area rugs with floor pillows, just nice enough for reading *The Witches of Black Bird Pond*. There are Listening Centers, Computers, Homework Areas, and Before/After School Tutoring supervised by teachers, parents, and school volunteers. That's the room that is sometimes used for Special Programs and after-school-hours Parent/Community meetings. The girls liked that room.

Norma and Ara were immediately drawn to the Computer Center. They each chose a computer, sat down, and started to work. Norma worked with Music Games International. She loved singing, and listening to classical music. She enjoyed learning about international music through interactive games. Ara started working with the Jewel Quest program. Her favorite subject was Social Studies. Ara particularly enjoyed learning about the Mayan Civilization. She thought Jewel Quest was great! Soon, both girls were lost in their activities, and time passed quickly. Before they knew it, it was time to prepare for their first class.

It was 7:50 a.m.

With the ringing of the first bell, the students cooperated in Open-Air-Room-Clean-Up, then move quickly to their First Period Classrooms or Study Areas. Now, the girls would meet their new teachers. They were ready. They gathered their brand new notebooks and pencil boxes, their back packs and checked their very important iPods that contained their Daily Schedule, then, following Roger's lead, they headed for class.

It was 8:00 a.m.

The first period of her day, Norma took a Computers, Reading For Pleasure was her elective while Ara had Physical Education. Mr. Rand Lockwood, a very polite PE teacher, received his class at the door. He started right away telling them about their blue and gray uniforms, and the things they could expect during the 50 minute period. He had a plan. Ara saw treadmills, stationary exercise bikes, and a lot of other interesting instruments and equipment that she didn't expect to see in a classroom. It reminded Norma of her doctor's office. There were two Timex Heart Rate Monitors, Body Fat Analyzers, a couple of Composition Scales. There were Life Source Wrist Blood Pressure Monitors, and two small Biotronic Walking Packages. Mr. Lockwood explained that this technology would allow students track their speed and distance while running. Near the window, there was a row of cute little stop watches lining the counter shelf in different pastel colors.

Mr. Lockwood walked the class around and explained that TEACH students acquired data for themselves as well as for their Math and Science classes. They took their blood pressure, measured standing and running heart rates on the 35 heart monitor watches and calculate their flexibility using simple yellow tailor rulers. Other students would download their mileage clickers homework into a computer to show their teacher they have logged in 15 miles of walking, running and playing in the course of their week.

"Although it is raining," He said, "PE classes prove just as rigorous as being conducted on a sunny day." Students report to stations where one group undergoes a Wii Fitness program that monitors their progress while another group stretches and breathes in basic yoga poses with the guidance of their teacher. The ten standing bike machines and the accompanying heart monitors prepare another group for their final data-collection station. P.E. would be a total challenge, but lots of fun. Ara looked forward.

It was 9:00 a.m.

Norma had been assigned to the English/Social Studies Core Class, while Ara had been assigned to the Math/Science Core, just two classrooms away. At Norma's class, Ms. Swanson, a very neat, tall and slender young lady with short hair and glasses stood at her classroom door greeting every student as they single filed passed her.

Norma hurriedly found herself a seat front and center. She always liked sitting near the front. That seat was perfect. She hoped that this would be her permanent seat. From where she sat, she could see everything: the teacher's desk and waste basket, the white board, the mounted LCD, the projector screen, the computer screen, the long row of covered electrical outlets for computer plug-ins. She had a good view of both bulletin boards. One white board was empty. This is where daily lessons were projected from Ms. Swanson's computer station near the door. Norma liked her room with its soft yellow and greens, and the brand new blue desk-chairs.

In first period Social Studies where Ara was, students look at their computer screens (computers face up on desktop) where they view from the website Google Earth the topography of deserts from the Southwest. Later they split the Macintosh screen in two and zeroed in on their own home to note similarities and differences of the two places, making text to self-connections in their learning, and writing a brief essay on their findings. Later on in the class, they would watch a short video on the social mores of the Pueblo people of this same region during pre-Columbian settlements. The teachers like this student assignment as it is closely related to the Character Counts! tenets all the students are taught to follow.

English classes begin in silence as students open up their pleasure reading books. Several students plug in their I-pods that accompany the books that are audible. Other students, read not from a paperback text, but from a Kindle machine that contains all 200 books required for completing the 8th grade at TEACH Academy of Technologies Charter School. It also contains 1200 other titles including *Where The Red Fern Grows*, *My Brother Sam is Dead*, and *The Witches of Blackbird Pond*. These pages can be voice activated in case a student needs scaffolding or to hear how a word is crisply pronounced. Afterwards, students record their pages read during the evening by sending it through the classroom SMART board where their teacher records it to a spread sheet for the student's portfolio, and to inform her instructional program.

It was 9:45 a.m.

The bell rings. It's Nutrition. Norma goes out with her new found friend only to meet up with Ara and her new best friend. The girls were happy for each other. They had made good school friends. Nutrition was nice. They had a chance to eat, use the restroom, and talk a little about what they had done, then, it was off to class again.

It was 10:05a.m.

The bell rang. Norma checked her iPod (schedule.) It was third period. Norma headed back to Ms. Swanson's classroom. This time she would have Social Studies, the other half of her core. The lesson was an introduction to the rainforest. When Norma walked in, the room was quiet and dim. The power point on the white board was hard to recognize. So, Norma just sat and waited for directions.

Soon the lesson began. It was great! Ms. Swanson talked about so many things in the rainforest. She introduced plants and animals then had the students give answers to her questions from the textbook. When you had a very good answer to give, Ms. Swanson would ask the student to stand and repeat it. Then she would hand over the microphone so that everybody in the room could hear the answer clearly. By the time the bell rang, the whole class felt like they had sat in the middle of a South American Forest.

It was 10:55 a.m.

Third period ended. Norma was on her way to Ms. Infante for Mathematics/Science. Ara would meet Ms. Swanson in English/Social Science, Norma knew that Ara would enjoy her class. She wondered what she was in for with Ms. Infante. The girls smiled and waved as she hurried by.

It was 11:00 a.m.

Period 4 was about to begin.

Ms. Infante has taught school for a long time. It showed. She was still very effective, but, she handled herself in a little different way. Ms. Infante moved around that classroom with a distinctive grace and authority. Every edge of anxiety, sometimes seen in brand new teachers, was now seasoned into a calm, smooth certainty. She was extremely poised. She was confident. She was the Lead teacher at TEACH Academy of Technologies Charter School. Norma was impressed.

Students in the Math and Science core class utilize computerized experiments and programs that use their own data from P.E. and other sources to create projects relevant to what they are being taught. This class proceeded much as the other Core Class had earlier. The only exceptions were the texts books, computer lessons, and the assignments. Houghton-Mifflin's California Science was introduced as a primary text to be used in class along with such supplemental materials as Investigations in Number, Data and Space; and Connected Mathematics. Ara had mentioned this at lunch. Norma was fascinated. Norma could hardly wait to learn. . . And, learn, she did!

It was 11:45 a.m.

The bell rang to end Period 4. The class was dismissed. Lunch time began.

Lunchtime was good time. TEACH Academy of Technologies Charter School was known for having nice foods. Roger told the girls that at his school, they served snacks and treats that kids actually like. They served a lunch with easy-to-like vegetables, a piece of fruit, a nice little salad, and a main dish. Lunch went very well.

It was 12:35 p.m.

Afternoon classes began in reverse of the morning classes. The girls could compare notes.

It was 2:10 p.m.

The final period of the day would be Ara's very best. This was her elective. What could be better than for her to close her day, everyday, with choir? Singing was her first love! She sang until the last bell rang.

It was 2:55 p.m.

The ringing of the last bell, however, was not the end of the day- just a "Break." For most students, including Norma, Ara, and Roger, the day continued into the activities of the Afternoon Extended Day which began with tutoring.

"Ara!" "Over here. I can't be late for tutoring." "Do you have Drama Club today?"

"A day in the life" of active, highly motivated, productive students at school is the hallmark of the successful TEACH Academy of Technologies Charter School.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

All teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; TAT Superintendent of TEACH Public Schools will annually review credential status	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.
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ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials					
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery	100% content area teachers have standards-aligned resources and benchmark systems to measure progress towards student mastery

FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: facility inspection checklists to ensure our facilities are up to code.					
Maintain a clean and safe school facility	Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections conducted by the School Principal will screen for safety hazards	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness	100% of custodial staff will maintain campus cleanliness

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: Professional Development calendar, agendas and sign in sheets will serve as evidence of participation by teachers in professional development activities.					
Teachers will participate in on-going professional development on the implementation of CA Common Core State Standards (CA CCSS)	Identify and participate in weekly professional development and trainings on teaching and learning the CA CCSS	100%	100%	100%	100%	100%	100%

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: PAC meeting agendas and minutes; parent surveys; Calendar; Parent Meeting/Conference agenda's, sign-in sheets					
<ul style="list-style-type: none"> Maintain parent representation on the school campus; Parent Surveys Conduct at minimum of six Parent Meetings/Conference Nights per year July – June. 	<ul style="list-style-type: none"> Each fall, the PAC nominates and elects parents to serve as new members; hold quarterly PAC meetings Administrators will develop a calendar to include Parent Meetings, Back to School Night, and Parent Conferences 	By the end of the 2014-15 year, achieve a baseline of at least 50% or higher parent attendance at Community Town Hall Meetings.	By the end of the 2015-16 year, 2% or more increase of parent attendance at Community Town Hall Meetings based on 14-15 data.	By the end of the 16-17 year, 1% or more increase of parent attendance at Community Town Hall Meetings based on 15-16 data.	By the end of the 17-18 year, 1% or more increase of parent attendance at Community Town Hall Meetings based on 16-17 data.	By the end of the 18-19 year, 1% or more increase of parent attendance at Community Town Hall Meetings based on 17-18 data.	By the end of the 19-20 year, 1% or more increase of parent attendance at Community Town Hall Meetings based on 18-19 data.

**STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		Method for Measuring: CAASPP, (formerly referred to as CalMAPP) Score reports					
Students at every applicable grade level, including all student subgroups, score at a higher	Classroom instruction appropriate to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials	By the end of 2014-15, all student subgroups participate in Smarter	By the end of 2015/16, 2% or more increase in all student subgroups scoring	By the end of 2016/17,, 3% or more increase in all student subgroups scoring	By the end of 2017/18,, 3% or more increase in all student subgroups scoring	By the end of 2018/19,, 3% or more increase in all student subgroups scoring	By the end of 2019/20, 3% or more increase in all student subgroups scoring

proficiency rate then local schools on the CAASPP, (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics	Balanced field testing.	proficient/advanced and 2% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.
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**ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP, (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education	Classroom instruction will incorporate testing strategies in preparation for the CAASPP, (formerly referred to as CalMAPP) <ul style="list-style-type: none"> Annotating online texts Pre reading strategies Process of elimination Using tech enhanced items in classroom practice Online assessments 	By the end of 2014-15, all students participate in Smarter Balanced field testing and have taken the NWEA MAP assessment and have a baseline for individual growth.	By the end of 2015/16, 2% or more increase in students scoring proficient/advanced and 2% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2016/17,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2017/18,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2018/19,, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.	By the end of 2019/20, 3% or more increase in students scoring proficient/advanced and 3% or more decrease in students scoring below/far below basic on Smarter Balanced testing or other standardized measures.

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

N/A							
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT Score Reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will advance at least one performance level per the CELDT or equivalent each academic year	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;	equal to or higher than the district average LAUSD reclassification rate	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average	equal to or higher than the district average
ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT results; Reclassification documents					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP, (FORMERLY REFERRED TO AS CALMAPP) statewide assessment	EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies for EL students	100% of teachers are trained and implement best practices and SDAIE strategies for EL students
AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							

SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly, Quarterly, and Annual ADA reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a high ADA rate	Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	By the end of 2014-15, maintaining a 95% or higher attendance rate	By the end of 2015/16, maintaining a 95% or higher attendance rate	By the end of 2016/17, maintaining a 95% or higher attendance rate	By the end of 2017/18, maintaining a 96% or higher attendance rate	By the end of 2018/19, maintaining a 96% or higher attendance rate	By the end of 2019/20, maintaining a 96% or higher attendance rate

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual and Monthly absence reports from our student information system.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students will have a minimum of unexcused absences in any school year	Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees	80% of enrolled students will have three or fewer unexcused absences during any one school year	By the end of 2015/16, 1% or more decrease in chronic absenteeism	By the end of 2016/17, 1% or more decrease in chronic absenteeism	By the end of 2017/18, additional 1% or more decrease in chronic absenteeism	By the end of 2018/19, 1% or more decrease in chronic absenteeism	By the end of 2019/20, additional 1% or more decrease in chronic absenteeism

DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student re-enrollment documentation as verified by our student information system and CALPADS; Annual and Monthly					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

applicable)		absence reports from our student information system, student and parent survey results, and teacher proficiency on Core Practice 2 and Core Practice 3 of the TEACH Public Schools Instructional Framework					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will retain and promote students	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community	80% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; 80% of enrolled students will have three or fewer unexcused absences during any one school year 70% of students indicate they feel challenged in their classes, are able to apply information learned in class to new situations, and look forward to two or more core classes. 70% of parents indicate they are happy with the school curriculum and would recommend the school to other families. 80% of teachers score an average 2.5/4 rating in CP2 and CP3 per the TPSIF	85% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2015/16, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	87% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2016/17, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	88% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2017/18, additional 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	90% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2018/19, 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.	92% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at school the prior academic year; By the end of 2019/20, additional 1% or more decrease in chronic absenteeism 1% or more increase in student indicators, parent indicators and teacher proficiency.

GRADUATION RATE [High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
NA							

STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School will maintain a low annual suspension rate	Team Advisory course to promote family and establish a sense of school connectedness. TAT Superintendent of TEACH Public Schools and Principal will monitor suspension and expulsion rates to report to the governing board to inform policy and decision making to ensure a positive school climate.	Annually, 3% or fewer of all enrolled students will be suspended	By the end of 2015/16, maintaining a suspension rate of 3% or less	By the end of 2016/17, maintaining a school-wide suspension rate of 3% or less.	By the end of 2017/18, maintaining a school-wide suspension rate of 3% or less.	By the end of 2018/19, maintaining a school-wide suspension rate of 3% or less.	By the end of 2019/20, maintaining a school-wide suspension rate of 3% or less.

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Charter School will maintain a low annual expulsion rate	Team Advisory course to promote family and establish a sense of school connectedness. TAT Superintendent of TEACH Public Schools and Principal will monitor suspension and expulsion rates to report to the governing board to inform policy and decision making to ensure a positive school climate.	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled	Annually, 2% or fewer of enrolled students will be expelled

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Survey reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students, parents and teachers will feel a sense of community and connectedness	TAT will devise and administer satisfaction surveys to parents, students, and teachers annually.	Annually, an approval rating of 85% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 85% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 87% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 87% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 90% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 90% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 90% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 90% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 92% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 92% or higher on teacher surveys that assess admin and operations.	Annually, an approval rating of 92% or higher on student and family surveys that assess teachers and administration. Annually, an approval rating of 92% or higher on teacher surveys that assess admin and operations.

**BROAD COURSE OF STUDY
STATE PRIORITY #7**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student, teacher, course, and grade level schedules					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter	All academic content areas will be available to all students, including student subgroups, at all grade levels	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.	100% of students are enrolled in courses aligned with the TEACH middle school course catalog.

**[OTHER STUDENT OUTCOMES]
STATE PRIORITY #8**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: TEACH Academy of Technologies internal benchmark assessments; CAASPP, (formerly referred to as CalMAPP)					

applicable)		Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Growth is 10 percentage points, or one proficiency band, or 1.5 percentage points if already advanced. Students demonstrate growth on Benchmark Assessments. Students demonstrate expected growth and achievement on CAASPP, (formerly referred to as CalMAPP).	Teachers receive data regarding past student performance and expectations for future performance ¹³ . Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard. Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.	By the end of 2014-15, 2% or more increase in students scoring at or above grade level, and 2% or more decrease in students scoring more than 3 years below grade	By the end of 2015-16, 2% or more increase in students scoring in at or above grade level, and 2% or more decrease in students scoring more than 3 years below grade level	By the end of 2016-17, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2017-18, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2018-19, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level	By the end of 2019-20, 3% or more increase in students scoring at or above grade level, and 3% or more decrease in students scoring more than 3 years below grade level

Individual Student Progress, Reporting, and Communication

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of TEACH Academy of Technologies commitment to standards-based grading, student assessment through the grading process will be correlated to proficiency levels on the Common Core State Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and insure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored by the Office Manager and Dean as these are closely related to student success. Progress report/report cards are distributed eight times a year.

The school will also provide opportunities for parents and teachers to meet and discuss student progress. This will occur on a formal basis through scheduled parent conference days, as well as on an “as needed” basis throughout the school year.

Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

TAT will also use the following tools to measure student progress.

- NWEA Map *TriAnnually*

¹³ Expectations for future performance are guideline indicators predicted by student performance on the NWEA MAP Assessment.

- State-Required Tests: All state required tests including Smarter Balanced Assessment, PFT, CAHSEE, and CELDT (for English Language Learners). **Annually**
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations. Some **Weekly, Some Monthly**
- Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer mid-term exams. **Quarterly**
- Final Exams/ Summative Assessments: Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer final exams at the end of the course. **Annually**

GRADE COMPUTATION

TAT courses are graded using a A-F grading scale. Progress reports are issued monthly and report cards are issued twice a year TAT will use school-generated Student Progress Reports. Teacher grade-books are kept electronically, using PowerSchool and other accepted recording and documentation. All specific information regarding students' grades are made available to the respective parents via an online parent portal, and sent home monthly. Parents may also request grade reports at other times.

The teachers will use the standard "4-point" standards based grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the Common Core State Standards. In order to compute a student's Grade Point Average, the following equivalencies will be used:

<i>Letter grade</i>	<i>Number equivalent</i>
<i>A</i>	<i>4</i>
<i>B</i>	<i>3</i>
<i>C</i>	<i>2</i>
<i>F</i>	<i>1</i>

School-wide Report of Regarding Annual Progress

TEACH Academy of Technologies will prepare an annual accountability report with multiple elements reflecting on the school's performance toward meeting the provisions of the charter, including student achievement goals. The report will be available on the schools website and in hardcopy form to all stakeholders, including LAUSD.

STUDENT ACHIEVEMENT

TEACH Academy of Technologies will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at TEACH Academy of Technologies through a variety of methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity.

The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. TEACH Academy of Technologies will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

STANDARDIZED TESTING

Assessment at TEACH Academy of Technologies will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at TEACH Academy of Technologies will include essays, performances, debates, staged conferences, presentations, and community service projects.

All the data for each student will be summarized within a Personalized Educational Plan (PEP). The PEP will form the primary document to record progress, as well as to record annual commitments from the Advisory Team formed by the student, the student's parent(s), and the instructor to which TAT Advisory the student is assigned. TAT Advisory and PEP is described in Element 1.

METHODS TO MEASURE STUDENT OUTCOMES

TEACH Academy of Technologies will use the following methods to assess student progress and fulfillment of instructional objectives:

- **School wide Quarterly Assessments, in all core subjects** f), will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. Test generated tools will be monitored by the Superintendent of TEACH Public Schools and the Principal. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.
- **Classroom Assessment** will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home monthly. Parents

also have access to the students' grade through an online parent portal. Teachers will be encouraged to provide a narrative report in Power School in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Digital Portfolios that reflect schoolwide ESLRs and state standards** provide students with the opportunity to reflect upon and demonstrate their learning. Students at TEACH Academy of Technologies will document their mastery of standards in the 21st Century through academic portfolios at the close of the school year. Digital Portfolios are cloud based portfolios that are a collection of drafts, polished pieces, class projects, videos, and web pages, that document each student's growth and progress. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.
- **Presentations of Learning** at the end of each school year will demonstrate student learning across disciplines. Students will work in PowerMyLearning during the last unit of the school year. Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 7th grade might create stops along the Silk Road complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 8th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society.

TEACH Academy of Technologies staff will refine a rubric for evaluating student performance for the presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects. Constructive feedback is given following these guidelines:

- Deliver feedback in a climate of trust and respect.
 - Limit feedback to the amount of information that the student can absorb. Identify the key areas that need additional work.
 - Keep comments impersonal; focus on specifics.
 - Refer back to the grading criteria.
 - Use questions to identify errors.
- **State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.
 - TAT Data Dashboard: Beginning in 2014-2015, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.

- CAASPP, (formerly referred to as CalMAPP) will be mailed to our school, and in turn TAT mails individual data results home to the student's parents. Parents and others can also access CST school data by using the California Department of Education website, Dataquest.
- CELDT-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
- API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.

The purpose of the TAT assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs

At TAT assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. TAT will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in TAT' educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

ASSESSMENT METHODS

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed. In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. Teachers will use the test-item generator function of Illuminate DNA to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the Capstone and POLs projects are designed based on an analysis and alignment to the state content standards.

ASSESSMENT BENCHMARKS

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 60-80% are still at an instructional level and students scoring below 60% will receive additional interventions.

LONGITUDINAL DATA ANALYSIS

TEACH Academy of Technologies staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool and Data Director. This data will be analyzed on an annual basis and compared to previous years' data to determine student progress and the effectiveness of the school curriculum. This information will be used to drive instruction. In addition to reviewing multiple forms of data on an annual basis, the TEACH Academy of Technologies leadership team will hold quarterly data and strategic planning meetings (coinciding with the administration of quarterly assessments) in order to study student achievement data and make mid-course adjustments.

Administrators along with lead teachers will examine the following data in order to identify students at risk of failing and patterns of achievement across classrooms:

- Attendance
- Discipline (suspension and referrals)
- Quarterly test scores
- Grades
- IEPs if applicable
- CAASPP, (formerly referred to as CalMAPP) and CELDT scores

The use of Data Director will facilitate an examination of all of this data, as the leadership team will be able to quickly generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through an SST, referral to, teacher training, classroom observation, rescheduling, after school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case. Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to tutoring, where they will receive tutoring in a 5:1 ratio and 1:1 support from teachers during lunch and nutrition, and from tutors after school.

As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Standards Based Report Cards and Illuminate Reports.

CAASPP, (formerly referred to as CalMAPP) Students will engage in daily test preparation throughout the year in all subjects by completing daily warm-up activities that include problems modeled on the CDE Released Test Questions. Furthermore, in the 2 months leading up to testing, all students practice test problems and reinforce standards-based skills through Study Island, ALEKS, NWEA MAP, Illuminate Item Bank and CAASPP, (formerly referred to as CalMAPP).

Students will be prepared to take the state tests through their participation in the school's standards-based instructional program. In addition, just prior to the test, teachers will work with students to familiarize them with

the test format and develop effective strategies for taking the test. Programs such as Kaplan and Measure Up will be considered as resources for test preparation support.

GRADING POLICY

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid- course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to F are given for all courses. The school will explore a transition to a four-point grading system for report cards as well. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work. TEACH Academy of Technologies will follow a two semester calendar. Three progress reports and one summative report card are given each semester. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Quarterly assessments (approximately every five to seven weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress.

Element 4: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

TEACH Academy of Technologies will exist as a legally and operationally independent nonprofit entity incorporated as TEACH Inc. an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation are managed and its powers exercised under the Board’s ultimate jurisdiction.

TEACH Academy of Technologies will be governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. TEACH Academy of Technologies agrees to comply with all laws that apply to public agencies, and all federal laws and regulations and state codes as it pertains to charter schools. TAT shall comply with the Brown Act, the Public Records Act, the **Political Reform Act and Govt. Code 1090 et seq.**

BOARD OF DIRECTORS

The Board of Directors has legal and fiduciary responsibility for TEACH Academy of Technologies/TEACH, Inc. The Board is responsible for providing fiscal accountability by approving and monitoring the budget. The Board will ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Principal

The Board is currently made up of a high school educator, parent representative, representatives of community-based organizations. The minimum number of Board members is 5 and the maximum is 9. This board composition contributes to effective school governance. Each member brings specific skills from their careers and community affiliations to uphold the mission and values of TEACH. Specifically as the emphasis of governing bodies of charter schools turns towards looking at data, advocacy for students and impacting communities, our board embodies the traits necessary to accomplish this. Holistically our board members put children and student first as the primary lens for governance.

The TEACH Academy of Technologies development team has designated the composition of the Board, a minimum of five (5) and a maximum of nine (9). Subsequent board members will be nominated by any member of the community and will be elected by a simple majority of current board members. Board member selection, terms of service, and number of members are regulated in accordance with the bylaws. The Board will meet in accordance with the bylaws, once a month. Charter board meetings related to the charter school are typically be conducted within the jurisdictional boundaries of LAUSD. Meetings are typically held at the home office of TEACH Public Schools, currently: 1701 Browning Blvd., Los Angeles, CA 90062 and is subject to change.

TEACH Academy of Technologies will post meeting notices at the school and in the community in advance of all Board meetings to be held monthly, in accordance with the Brown Act. The school will distribute agendas to parents of students and in the community. The Board Secretary types minutes at all meeting minutes and publish them for all stakeholders to view. Minutes will be posted at the school site and on the website. In the event of special board meetings notice shall specify the time and place of the special meeting and the business to be transacted or discussed.

The Board of Directors of Charter School, the Charter School administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. In accordance with California law applicable to nonprofit public benefit corporations, some of the responsibilities of the Charter School Board will be delegated to committees of the Board or officers of the corporation. Overall the Board of Directors

- Monitors student achievement.
- Annually reviews and updates charter school strategic plan.
- Sets the annual budget of the school.
- Reviews of the administrator's performance.
- Sets goals for the following year.
- Evaluates the efficacy of the educational program.

- Elects/selects new members of the board.

The implementation of the Board's decisions is carried out by the Executive Director, the Superintendent of TEACH Public Schools and the School Principal.

The Executive Director is specifically responsible for:

- General Relations, Board Relations, District and Community Relations, Parent Relations, & Staff Relations
- Supervision of Staff, School, Staff Development, Special Education Supervision, Parent Education, School Committees and Parent Groups
- Strategic Planning Oversight
- Business Management Responsibilities

The Superintendent of TEACH Public Schools is specifically responsible for:

- Ethical Leadership: The demonstration of the knowledge and ability to promote the success of the educational community by acting with integrity, fairness, and in an ethical manner.
- Visionary Leadership: The promotion of the success of all students by facilitating the development, articulation, implementation and stewardship of learning that is shared and supported by the learning community.
- Instructional Leadership: The promotion of the success of all students by maintaining a positive school culture, ensuring a successful instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Multicultural Leadership: The promotion of the success of all students by addressing the needs of multicultural and multilingual diverse populations.
- Inclusive Leadership: The promotion of the success of all students by addressing the needs of students with disabilities.
- Leadership in Community Relations: The demonstration of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Political Leadership: The demonstration of the knowledge and ability to promote the success of all students through their understanding of the political, economic, legal, and social climate that exists in school settings.
- Legal and Fiscal Leadership: The promotion of the success of all students by assisting in the legal and fiscal management of the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment.
- Personal and Professional Leadership: The promotion of the success of all students by maintaining a process of continuous personal and professional development.

PARENTAL INVOLVEMENT

One of the primary predictors of student success is parent involvement in the education of their children. Parents of TEACH Academy of Technologies students are encouraged and expected to participate in the educational experience of their child(ren). TEACH Academy of Technologies will create a school culture where parents and families are embraced as partners in the education of each child.

Teachers and staff will receive ongoing training in the importance of parent involvement and specific strategies to enhance their partnership. Teachers will be encouraged to build relationships with the families of their students and receive resources for reaching out to parents.

The school will provide translation services and materials in the child's home language to ensure effective communication. Staff will receive ongoing training on quality parent services. TEACH Academy of Technologies will implement administrative procedures to measure the level of parent satisfaction with school staff.

TEACH Academy of Technologies will convene a Parent Advisory Council, an advisory only council, and will encourage and provide training to parents on how to participate in school governance. The Charter School will create activities that involve parents in the education of their children at school and in our community.

Equally important, TEACH Academy of Technologies will provide ongoing parent education classes and workshops. For example, some of the activities focuses on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities will teach parents the significance of their involvement in the school.

Prior to admission all parents/guardians are encouraged to a) attend an orientation; and b) sign a non-binding agreement indicating they understand the TEACH Academy of Technologies philosophy, program, targeted outcomes, and accept the responsibilities of parent involvement/partnership. Non-binding agreement for parents/guardians of all students will **suggest their involvement** in and support of their child(ren)'s educational experiences. The parent/guardian commitment will address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school rules with their child.
- Enroll their child in academic enrichment programs (After School Tutoring, Saturday Academy, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school.

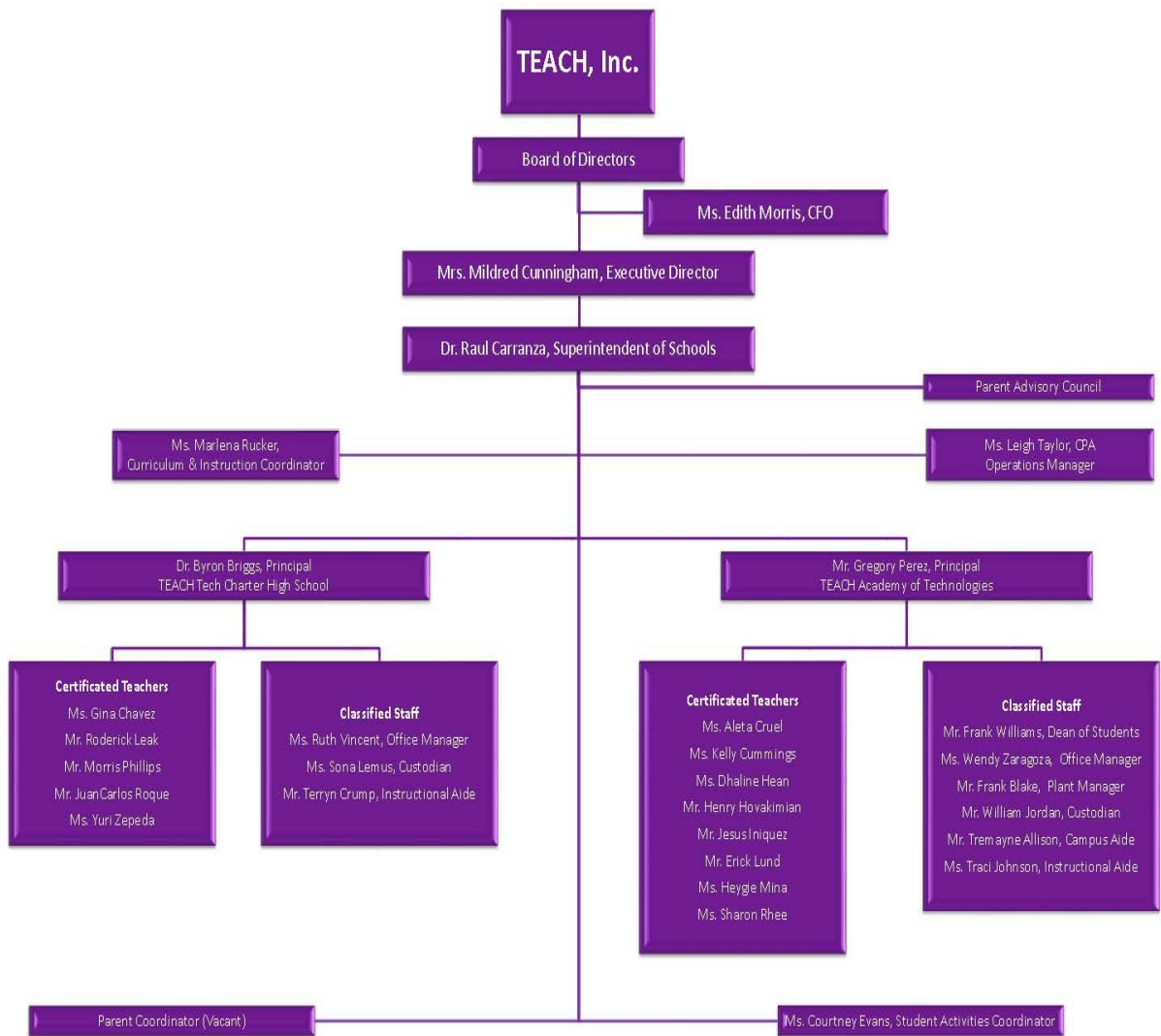
COMMUNITY INVOLVEMENT

TEACH Academy of Technologies plans to work closely with established community based organizations in the South Los Angeles area to ensure community participation and maximize the resources available to students and families.

- Boys and Girls Club

- YMCA
- South Los Angeles Organizations
- LAPD

ORGANIZATIONAL CHART



Parent Board is Parent Advisory Council

AMENDMENTS TO THE CHARTER

Any amendments to TEACH Academy of Technologies’ bylaws or the bylaws of a “parent” nonprofit corporation that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

CODE OF ETHICS

Our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within TEACH Academy of Technologies, and the community.

CORE PRINCIPLES

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

Purpose

Our *Code of Ethics* helps develop trust by describing what the public can expect from us, and what we can expect from each other and our school community. It is central in our school's commitment to help Charter school personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

Application and Enforceability

The Code of Ethics applies to all Charter School personnel including Board Members. Provisions of this *Code of Ethics* are supported by State law, and TEACH Academy of Technologies Board Rules and regulations. Violations of this *Code of Ethics* may result in administrative or disciplinary action under those laws, rules and regulations.

Making Ethical Decisions

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and the TEACH Academy of Technologies Board rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Board to ask for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

Commitments and Expectations

To achieve our mission of educating students, TEACH Academy of Technologies will strive to create a school culture that fosters trust and focuses on excellence. TEACH Academy of Technologies goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.

- A. Commitment to Excellence. We are committed to being the best school and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.
 1. **Set the example**. We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.
 2. **Create an environment of trust, respect and non-discrimination**. We are committed to

creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

3. **Provide honest, accurate and timely information.** We are committed to candor in our work relationships, providing other school personnel including classified staff, teachers, administrators and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.
4. **Identify problems and help create solutions.** We are committed to identifying areas for improvement within our school, and suggesting and implementing solutions that make us more successful.
5. **Keep policies, procedures and rules.** Our rules, policies and procedures are the foundation of trust and how our school conducts everyday business. They define our expectations and evaluation criteria. We are committed to following our Code of Ethics, laws, and school rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.
6. **Report improper conduct.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our Principal or Superintendent of TEACH Public Schools, Executive Director, or, the TEACH Academy of Technologies Board President.
7. **Keep colleagues safe from retaliation.** We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

B. School and Personal Integrity. To maintain our integrity, we are committed to making decisions in the best interests of TEACH Academy of Technologies. We avoid conflicts of interest and the appearance of impropriety. This is applicable to all Charter School employees and Board Members

1. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We will not make decisions or use our position for personal benefit or to gain an improper advantage.
2. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, and use of facilities, investments, rebates or discounts not offered to the public or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.
3. **Improper influence of family members and associates.** We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.
4. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.
5. **Keep procurement information confidential.** To reinforce public trust and

confidence in our procurement processes, we are committed to using an objective bid process

i. **THREE-BID PROCESS FOR TEACH PUBLIC SCHOOLS**

The Three-Bid process is used when goods or services exceed \$2000. The Three-Bid Process ensures a responsible selection of service providers and increases the efficient use of grant funds. All non-profit grantees are required to follow this process for all "paid" work on the project. Volunteer labor and services are exempt.

- i. 1. Announcement: TEACH advertises that they are soliciting bids
- ii. 2. Qualifications Review: TEACH obtains at least three bids from potential service that is needed to complete the project, such as construction services. These bids are based on criteria that TEACH has established in order to "screen out" unqualified providers.
- iii. 3. Evaluation: TEACH and its governing body review the bids.
- iv. 4. Selection: TEACH selects a service provider and formalizes the agreement for services with a signed contract.

6. **Keep the contracting process objective.** We are committed to making contract award recommendations in the best interest of TEACH Academy of Technologies. After the qualifications review (step 2 of our bid process) we will not have contact concerning the contract with contractors participating in the process or their representatives.

7. **Future employment.** In order to prevent conflicts of interest, TEACH Academy of Technologies personnel are not permitted to discuss the possibility of future employment with a person or organization We will not direct or permit school personnel to perform personal services on school working time and will report such incidents to the Principal or Superintendent of TEACH Public Schools, Executive Director, or the TEACH Academy of Technologies Board President that might benefit from their official decisions. Contractors are required by the Charter school to disclose all personnel, consultants and sub-contractors who were employees of the TEACH Academy of Technologies in the previous three years. The school will not contract with a contractor who compensates a former TEACH Academy of Technologies employee to influence an action on a matter pending with the school if that employee, within the last twelve (12) months, held a TEACH Academy of Technologies position in which the employee personally and substantially participated in that matter. The school will not contract with a contractor that employs a former school employee who, while serving in a school position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former TEACH Academy of Technologies official is permitted to enter into the bid process with the school for one year after leaving the school. We are committed to avoiding discussions about future employment with people or organizations that can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

8. **Uphold TEACH Academy of Technologies interests in hiring and promotion.** We are committed to hiring and promoting school personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices such as hiring unqualified or not properly credentialed personnel.
9. **Responsibility.** We are committed to holding each other responsible for our performance as a school and as individuals.
10. **Proper use of public position.** Charter School is committed to ensuring that our power and authority, judiciary and fiduciary, are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.
11. **Proper use of public resources.** Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that school facilities, equipment, supplies, or other school resources are used for school purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse TEACH Academy of Technologies for significant costs, costs exceeding \$150, of any limited personal use.
12. **Leadership of TAT personnel and use of TAT time.** We are committed to ensuring that Charter school personnel are tasked to perform only school work on school working-time.
13. **Uphold confidentiality.** To achieve excellence, our Charter school employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and school policies concerning confidential information, including student records, personnel files, agreements, and school records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board meetings.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees,

sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of

such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." Ed. Code § 47605(b)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

TEACH Academy of Technologies elected a group of professionals as TAT's governing board that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

HIRING/SELECTION PROCESS

The TEACH Academy of Technologies' administrative leadership team (Executive Director, Superintendent, Principal, Curriculum & Instruction Coordinator) review the qualifications of candidates that wish to apply for employment at the school. The fully employed positions include the Principal, Dean, teachers, office personnel, maintenance, certificated and non-certificated staff. Individuals who wish to apply for a position are required to submit a resume and a TEACH Academy of Technologies employment application. Administrative leadership team at TEACH Academy of Technologies will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH Academy of Technologies administrative leadership team conducts interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from TEACH Academy of Technologies.

Teachers are selected by the Principal working with the Administrative leadership team (Executive Director, Superintendent, Principal, the Curriculum & Instruction Coordinator) and in consultation with the current

teachers. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH Academy of Technologies will recruit NCLB compliant teachers holding a CLAD or BCLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

TEACH Academy of Technologies is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development. TEACH Academy of Technologies believes that one of the best methods for professional development consists of learning from others facing similar situations. TEACH Academy of Technologies fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH Academy of Technologies administrative team and coworkers or other teachers throughout the year. TEACH Academy of Technologies desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the NCLB Act.

STAFFING

Executive Director

The Board of Directors will select an Executive Director. Selection of the Executive Director are based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Superintendent of TEACH Public Schools and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.
- Develop and submit Charter School petitions and subsequent renewals.
- Minimum of BA degree in a related field

Oversee the following efforts by others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

Superintendent of TEACH Public Schools

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Superintendent of TEACH Public Schools will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The SOS responsible for overseeing the creation and implementation of a competitive business plan that brings together the school's divergent goals and objectives The Superintendent of TEACH Public Schools will:

- Report to the Executive Director and Board of Directors
- Develop an integrated curriculum and evaluation of educational program
- Evaluate and support Principal
- Have the shared responsibility with the Principal of hiring and dismissing (with cause) **ALL** other employees (including the Principal) according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing.
- Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.
- Collaboratively create and approve the schools' operating plan including projections for revenue, expenses, and profitability. Lead the Charter District's daily operations. Provide analysis of factors related to impacting cost management; including the real-time management of the school's budget.
- Quality Management – Ensure that the Charter school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.
- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the Charter school

- Prepare teacher credentialing paperwork for annual CSD visits.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
- Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Executive Director, Board of Directors, Operations Manager and Principals monthly.
- Performs other duties as assigned.
- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

Experience requirements:

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above:
 - At least two years of public school certificated service directly related to an instructional program covering grades K through 12.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

Education & qualification requirements:

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be on file with TAT:

- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential

Principal

The Principal will provide instructional leadership and assist in overall management of the Charter school as prescribed by federal and state laws. The Principal reports to the Superintendent of TEACH Public Schools.

Essential duties and responsibilities:

- Facilitates priorities and resources on improving the academic achievement of all students.
- Demonstrates high standards of excellence.
- Provides instructional leadership and support for all teaching staff.
- Demonstrates continual emphasis on accomplishing the mission of the school.

- Provides guidance, supervision and assistance in instructional practice.
- Actively participates and Uses the ADVANCE Observation System and all other Coaching Support sharing ideas, supporting best practices and the implementation of innovative strategies.
- Oversees the focus, scheduling and implementation of professional development activities.
- Oversees and monitors the administration and review of periodic performance assessments and state mandated testing.
- Actively participates in the Student Study Team process and attends IEP meetings as necessary.
- Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.
- Oversees materials adoption.
- Ensures compliance with all state and federal programs. (CBEDS, Fall Survey, Bilingual Survey, STAR Testing, CELDT, Special Education)
- Plans and oversees reorganization of classes yearly.
- Supervises and evaluates the teaching and classified staff.
- Maintains highest level of security, confidentiality and integrity with regard to personnel files of TAT employees.
- Provides teacher and staff support through intervention, discipline as necessary, and dismissal as warranted.
- Teacher Staffing and development of schedule matrix
- Implementation of Instructional Programs and recommendations for fiscal needs
- Monitors textbook inventory and Instructional materials
- Manage instructional related material budgets
- Plans capital projects for facilities improvement working in collaboration with the Operations Manager.
- Oversees the Student Information System in collaboration with the Data Base Coordinator.
- Plans, coordinates and creates schedules.
- Assumes responsibility for all written communications between home and school.
- Organizes and implements the Emergency Operations Plan.
- Ensures maintenance of a clean physical environment that is conducive to good health and safety.
- Attends general meetings, events, and activities as needed.
- Provides guidance, supervision, assistance and leadership for all members of the TAT staff.
- Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
- Acts as the formal liaison between the school, parents and community members.
- Other duties as assigned.

Requires knowledge of:

- Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
- Evidence of educational leadership at the secondary level, including ability to:
 1. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and

2. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of resources relating to multicultural development and instructional materials.
- Knowledge of TAT Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
 - Knowledge of effective administrative and managerial practices and ability to implement them.
 - Knowledge of and skill in budget preparation and control.

Requires ability to:

- Lead, direct, and supervise fellow workers in education on a democratic basis, including:
 1. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
 2. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 3. Ability to recognize, use, and credit ideas of others;
 4. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Leadership skill in facilitating groups' process, including consensus building and conflict resolution.
- Communicate effectively with students, parents, peers other TAT Charter School personnel and community representative, both individually and as a group.
- Compose and comprehend written communication
- Observe and evaluate subordinates' activities.
- Mobility to traverse all areas of the work site.
- Travel to other sites/locations.

Experience requirements:

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above:
- At least two years of public school certificated service directly related to an instructional program at grades 4 – 9
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, dean, etc.

Education & qualification requirements:

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be on file with TAT:

- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential

Dean

Under the direct supervision of the Principal, the Dean will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:

- Issues and enforces school behavioral expectations.
- Issue suspensions and suspension letters.
- Provide academic and behavior counsel and support to students.
- Counsel students and parents about school and TEACH Public Schools policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Manage discipline policies and log.
- Investigate, document, and resolve student complaints and disagreements.
- Make referrals to community resources as needed.
- Manage positive behavior reinforcement program.
- Develop programs to promote positive student behavior as well as intervention strategies.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Track, analyze, and report on suspensions and behavior issues.
- Develop appropriate drug and alcohol intervention informational sessions (assemblies, trainings)
- Coordinate and document emergency preparedness activities and trainings.
- Oversee the supervision of the Charter school and the After School Program.
- Complete monthly suspension reports.
- Detentions (Saturday and After School).
- Oversee the scheduling and maintaining of state testing requirements.
- Monitoring student attendance and reporting excess absences to students, parents, and state.
- Manage supervision staff for before-during-after school.
- Manage and provide supervision for student and parent activities.
- Other duties as assigned.

Requires knowledge of:

- State testing procedures
- Disciplinary management strategies used within a secondary school.
- The California education code
- Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.

- Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
- Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
- Knowledge of TAT Charter School policies and procedures, Education Code, goals and objectives, organizational structure and functions, and negotiated contracts.
- Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:

- Provide fair disciplinary procedures to all students according to the California Education Code and or LAUSD Policy
- Maintain a safe and secure campus
- Research and schedule school safety drills, trainings, and assemblies
- Provide direction to others and make independent decisions.
- Keep and maintain accurate records.
- Meet deadlines
- Communicate with individuals of varied cultural and educational backgrounds.
- Communicate in oral and written form.
- Promote and provide opportunities for recognition, development, and leadership among students and colleagues.
- Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.

Experience requirements:

- Four years' successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills

Education & qualification requirements:

- Bachelor of Arts in education and/or related field
- Graduate degree preferred
- Bilingual (English/Spanish) highly desirable
- This position does not require a valid teaching or administrative credential.

Teachers

At TEACH Academy of Technologies the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Teachers will be hired by an interview panel composed of Executive Director, Superintendent of TEACH Public Schools, Principal and other school personnel.

Responsibilities include:

Instructional Practice

- Plans and implements a program of instruction that adheres to the TEACH Academy of Technologies philosophy, goals and objectives as outlined in the Charter School Petition., and by the Principal, and the Executive Director.
- Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in “capstone” exhibitions, CA Standards Based English Language Arts, Math, History, Social Studies, & Science curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by TEACH Academy of Technologies, curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Principal, Superintendent of TEACH Public Schools, or the executive director.

Curriculum Development

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management

- Leads a student advisory group.
- Develops, in accordance with TEACH Academy of Technologies guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

- Upholds and enforces TEACH Academy of Technologies board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.

Professional Growth

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Principal.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Health

- Maintains physical and mental health in order to carry out the duties as outlined above

Other Certificated Staff

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Parent Coordinator

Under the direct supervision of the Principal, the Parent Coordinator will

Assists in planning meetings with parents for the purpose of enhancing the effectiveness of relationships between the parent, school and student.

Coordinates educational opportunities using district level, or other professionally developed modules (e.g. parenting skill workshops, etc.) for the purpose of promoting student achievement, student attendance and home-school partnerships.

Develops programs and/or activities for parents to be involved in with their children for the purpose of promoting successful participation in all phases of school life.

Interprets Spanish/English at gatherings, home visits, and social visits regarding school activities for the purpose of better communication between staff, students and school.

Makes home visits for the purpose of acquiring information regarding parent needs.

Orients volunteers for the purpose of accomplishing assigned functions.

Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions.

Prepares written materials (e.g. invitations, memos, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Processes documents and materials for the purpose of disseminating information to appropriate parties.

Recruits parent volunteers for the purpose of assisting the school in its activities.

Responds to inquiries (e.g. community programs, assistance, etc.) for the purpose of providing information and/or direction.

Seeks out and visits parents of children new to the community for the purpose of helping bridge communication between home, school, and community.

Supports assigned administrative personnel for the purpose of providing assistance with their administrative functions.

Classified Staff

Classified, Parent Coordinator, and other personnel will be selected by the Superintendent of TEACH Public Schools on an application and interview basis in consultation with the Operations Manager. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.¹⁴

Office Personnel

Office Personnel will be selected by the Superintendent of TEACH Public Schools on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Evaluations

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel. The Executive Director will be evaluated by the Board of Directors

The Executive Director Performance Review form consists of three parts:

1. The “what”: To what extent is the ED leading the organization to accomplish what it should be accomplishing? Is the ED leading the organization to deliver results in the short- and longer-term?
2. The “how”: To what extent is *how* the ED is leading consistent with our values, and our beliefs about what skills the ED needs in order to be effective?
3. The “what next”: Moving forward, what are the implications of this review in terms of ED tenure, areas in which the ED should continue performing well, and areas in which the ED should improve?

PART I: WHAT WAS ACHIEVED?

The board and ED should agree at the start of the year on the most important goals for the organization. The first section of the review focuses on the extent to which the organization achieved those goals. (In cases where unforeseen opportunities or challenges arose during the year that were not captured in the initial goals, they should be added here as well.)

¹⁴ All other classified positions are listed in the organizational chart.

PART II: HOW WAS IT ACHIEVED?

This section focuses on values that all employees are expected to demonstrate, and which the ED should model, as well as competencies that are key to the ED position in particular.

PART III: SUMMARY AND NEXT STEPS

This section summarizes performance for the year and identifies overall areas of strength, areas for improvement, and next steps.

The Executive Director will be evaluated by the Board of Directors on:

- General Relations, Board Relations, District and Community Relations, Parent Relations, & Staff Relations
- Supervision of Staff, School, Staff Development, Special Education Supervision, Parent Education, School Committees and Parent Groups
- Strategic Planning Oversight
- Business Management Responsibilities

The Superintendent will be evaluated by the Executive Director on:

- Ethical Leadership: The demonstration of the knowledge and ability to promote the success of the educational community by acting with integrity, fairness, and in an ethical manner.
- Visionary Leadership: The promotion of the success of all students by facilitating the development, articulation, implementation and stewardship of learning that is shared and supported by the learning community.
- Instructional Leadership: The promotion of the success of all students by maintaining a positive school culture, ensuring a successful instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Multicultural Leadership: The promotion of the success of all students by addressing the needs of multicultural and multilingual diverse populations.
- Inclusive Leadership: The promotion of the success of all students by addressing the needs of students with disabilities.
- Leadership in Community Relations: The demonstration of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Political Leadership: The demonstration of the knowledge and ability to promote the success of all students through their understanding of the political, economic, legal, and social climate that exists in school settings.
- Legal and Fiscal Leadership: The promotion of the success of all students by assisting in the legal and fiscal management of the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment.
- Personal and Professional Leadership: The promotion of the success of all students by maintaining a process of continuous personal and professional development.

The Principal will be evaluated by the Superintendent of School on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.

- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Principal on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Operations Manager based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances¹⁵.

¹⁵ See Element 13. Rights and Description of Employees

Element 6: Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

CUSTODIAN OF RECORDS

The Superintendent of TEACH Pubic Schools is the Custodian of Records

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active

tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Dependent on the facility lease requirements, TEACH Academy of Technologies will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

EMERGENCY SITUATIONS

TEACH Academy of Technologies has policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid.

Fire Drills

Fire drills will be held at least once a semester. Office Manager and Operations Manager will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

STAFF RESPONSABILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. TEACH Academy of Technologies will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on TEACH Academy of Technologies' premises, or in a product, facility, piece of equipment, process, or business practice for which TEACH Academy of Technologies is responsible, the employee will bring it to the attention of their supervisor or Principal or Superintendent of TEACH Public Schools immediately. Principal or Superintendent of TEACH Public Schools will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal or Superintendent of TEACH Public Schools to work on the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis TEACH Academy of Technologies may issue rules and guidelines governing workplace safety and health. All employees will participate in staff training with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

CHILD ABUSE REPORTING

TEACH Academy of Technologies will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. TEACH Academy of Technologies staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal or Superintendent of TEACH Public Schools will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff have been trained (per AB 1432, child abuse and neglect mandated reporter training will be required effective January 1, 2015) and know that it is their duty and responsibility to report any suspicions of child abuse. All faculty participates in a training in regards to Child Abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal or Superintendent of TEACH Public Schools and/or proper authorities. Reporters can report to outside proper authorities with anonymity.

All suspected cases of child abuse will be brought to the proper authorities. Per Penal Code 11166 a mandated reporter shall not be required to disclose his/her identity to his/her supervisor. TAT does not require employees to disclose their identity. Reports can either be filed with the Principal or Superintendent of Schools or with outside appropriate authorities anonymously.

A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be called upon to provide all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation. Such disclosure is not mandatory after the initial reporting in the case in which the reporter wants to remain anonymous.

Should it be necessary to remove the child from school, TEACH Academy of Technologies staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

FACILITY STATUS:

Grade	Location	# of Classrooms
5-8	TEACH Academy of Technologies @ Raymond Avenue Elementary 7511 Raymond Ave, Los Angeles, CA 90044	10
Contact	Mrs. Mildred S. Cunningham, Executive Director (323) 292-6000 mcunningham@teachpublicschools.org	

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

This is TAT’s plan for achieving and maintaining a racial and ethnic balance per the court ordered integration.

TEACH Academy of Technologies will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. TEACH Academy of Technologies will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the South Los Angeles area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

TEACH Academy of Technologies has promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials is distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, are distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in Element 8. The geographic area that is targeted in the charter’s outreach efforts is within the boundaries of 90044.

TEACH Academy of Technologies will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. TEACH Academy of Technologies will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	TEACH Academy of Technologies 7511 Raymond Ave Los Angeles, CA 90044	December through March monthly (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Local Elementary and Middle School	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organization	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • organizations including faith-based organizations 	January, February, March: Review posted available dates and provide flyers, information and presence.

	<ul style="list-style-type: none"> Local Business, which include, restaurants, sports shops, e.g. 	
Residents within the 90044 zip code	Mailings, door-to-door contacts (canvassing) students and parents recruitment, Bert Corona Middle School staff, teachers, students, parents, board members and others active recruitment.	January, February, March: Review posted available dates and provide flyers, information and presence.

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable

federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PUBLIC RANDOM DRAWING

Should the amount of pupils that wish to attend TEACH Academy of Technologies exceed capacity, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). If a lottery is to be held parents of students who submitted applications are notified by telephone and in writing by U.S. mail by the Office Manager or Principal of the date, time, place, openings available and procedures of the public random drawing. Applicants are not required to be present. TAT also publishes information regarding the lottery in local newspapers when possible and in front of the Charter school. Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the random public drawing should one be necessary. The location of the lottery is at TEACH Academy of Technologies. A specific room is determined each year. All students who submit a lottery form receive a number in order of their submission of the lottery form. Preference is extended to siblings currently attending TAT, the Charter School. These siblings are automatically accepted and are exempt from the lottery. Preference is also extended to students living within

the boundaries of LAUSD. If the number of lottery applicants on the preference list exceeds the available seats on the lottery date, their numbers are placed in a barrel and the number of seats available are randomly drawn. Remaining applicants on the preference list are placed on the waiting list in the order their names are drawn. All lottery applications not on the preference list are then placed in a barrel and randomly drawn in the lottery to determine order of placement on the waiting list. In the event that the Preference List does not exceed the number of available seats all students on the Preference List are accepted. Parents/guardians of students admitted to TAT from the waiting list shall be informed on at least two separate occasions by telephone or e-mail. Families not responding within a 48-hour period will forfeit their right to enroll their student in the school for that school year. When space come available in each grade, waiting list parents will be contacted based on their order on the waitlist. . All lottery forms and a record of the order in which they are drawn are kept on file at TEACH Academy of Technologies for a period no less than an academic year. All lottery applicants interested in enrollment will be notified of acceptance or their wait list placement by phone and or by mail by the Office Manager. . Once a student has been accepted into TEACH Academy of Technologies for the following academic year, the parent or guardian has ten (10) business days to return the letter of acceptance. If the letter of acceptance hasn't been received within the ten (10) business days, the student(s) will be removed from the accepted list and placed at the back of the waiting list.

LOTTERY TIMELINE

Open Enrollment begins the first Monday of December of each academic year and closes the first Friday in March. The lottery will be held the last Thursday in March at 6:00 pm each academic year. TEACH Academy of Technologies will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

ADMISSION AND RECRUITMENT

TEACH Academy of Technologies will implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic, economic, and academic balance among students that is reflective of the general population residing within the South Los Angeles area and the surrounding communities:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups.
- Presentations and booths in multiple locations throughout the District to generate interest throughout the District.
- Advertised open houses/tours at the school.
- Purposefully recruit and reach out to students from zip codes 90044 and 90047, which are largely made up of low-achieving and socioeconomically disadvantaged students.
- The process for enrollment after acceptance is comprised of the following:
 - Although parent attendance is not required for the parent orientation, parents must complete the necessary enrollment process; parents simultaneously receive the orientation information. In the weeks prior to the first day of school TAT will hold two orientation meetings.
 - Completion of a student enrollment form

- Parent signature of the Student Parent Pledge indicating the school rules, grading policy and promotion requirements.
- Proof of Immunizations
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

TAT will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

TEACH Academy of Technologies uses the community as its primary means of student recruitment. The Charter School holds informational meetings with resident families yearly in the spring. Informational meetings continue to create an awareness of the school and its intentions. In addition to these community meetings, the charter school advertises in the community via flyers (in English, Spanish, and other languages prevalent in the community) placed in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores. The school founders have already made significant connections with local community organizations that will help with recruitment.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

Each fiscal year an independent audit will be conducted of the financial affairs of TEACH Academy of Technologies to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

TEACH Academy of Technologies will engage an independent public accountant with education finance experience certified by the State of California, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The TEACH Academy of Technologies Board of Directors will be responsible for contracting and overseeing the independent audit. The Operations Manager, Superintendent of TEACH Public Schools, the Principal, and Office Manager are responsible for working the auditor to complete the audit. The responsible parties gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the Board and the auditor to the satisfaction of the auditing agency and the LAUSD by December 15 of each year. TEACH Academy of Technologies agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Once the auditor locates discrepancies research is conducted within 72 hours of the finding. Within the following 72 hours, possible resolutions are determined to fix the issue. Finally, the best resolution is implemented and the discrepancy will be resolved before the audit is finalized.

TEACH Academy of Technologies will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, and California Department of Education by December 15 of each year. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time. The Superintendent of TEACH Public Schools will ensure that the auditor sends the completed audit to the required agencies by the statutory deadline.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school's Calendar
- h. Statistical Report – monthly according to school's Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

ELEMENT 10: SUSPENSIONS AND EXPULSIONS PROCEDURES

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless

Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

DISCIPLINE FOUNDATION POLICY

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders.

The TAT student discipline policy and procedures for suspension and expulsion shall include positive behavioral interventions. These policies will be distributed in the school's student handbook and will describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. If parent's fail to verify by returning the verification form then a copy will be sent via certified mail to the address of record.

The discipline policy developed by the TAT staff will not be discriminatory or arbitrary. The process will follow general principles of due process. Students will sign the Student Parent Pledge, a pledge indicating the responsibilities of parents, students and teachers, related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Prior to expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and the Principal to support the student in the improvement of his/her behavior. The SST will meet with the student's

advisor as needed on Early Dismissal Days to discuss specific modifications and intervention strategies for the student to follow. Student behavior will be monitored by the Dean and Principal with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

TAT staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations

SUSPENSION OR EXPULSION ALTERNATIVES

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated below under Grounds for Mandatory Suspension or Expulsion. Interventions shall be first attempted and will include family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and trancies are dealt with through TAT attendance policy and are not in of themselves a student discipline issue.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The TAT administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures in the Student Handbook.

Disciplinary Records

TAT shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the Charter School. These files will only be accessible to the Superintendent, Principal, and any staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

SUSPENSION AND EXPULSION

A Pupil Suspension and Expulsion Policy is established in order to promote learning and protect the safety and well-being of all students at TAT. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TAT's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

GROUNDS FOR SUSPENSION AND EXPULSION

TEACH Academy of Technologies follows the list of offenses established in California Education Code 48915 when determining whether an offense calls for mandatory or discretionary suspension or expulsion. The following chart (developed by the Los Angeles Unified School District) describes these categories.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline & Expulsion Support Unit
MATRIX FOR STUDENT SUSPENSIONS AND EXPULSION RECOMMENDATIONS
(State Law: Applicable to School Principals)

Category I Student Offenses with <u>No</u> Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <u>Limited</u> Principal Discretion	Category III* Student Offenses with <u>Broad</u> Principal Discretion
Principal <u>shall immediately</u> suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus.</u> (E.C. 48915(c))	Principal <u>must</u> recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal <u>may</u> recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u> (E.C. 48915(b) and [e])
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e) 13. Engaged in sexual harassment. E.C. 48900.2**, 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**, 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b) 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

(Rev. 10/5/2011)

A student will not be suspended or expelled for truancy or tardiness.

A student cannot be suspended or expelled for Category III #9, willful defiance, in accordance with the School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

SUSPENSION PROCEDURES

SUSPENSION FROM CLASS

A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Superintendent. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures.

SUSPENSION FROM SCHOOL

Suspensions from school shall be initiated according to the following procedures:

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee¹⁶ with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to Principal. The conference may be omitted if the Principal or designee¹⁷ determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days of the offense, unless the parent or legal guardian of the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The decision to waive the conference will be made by the parent/guardian if the student is a minor

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

SUSPENSION NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, the Principal or designee¹⁸ shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense (s) committed by the student and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the

¹⁶ Principal designee can include the Superintendent of TEACH Public Schools, the Principal of TEACH Tech Charter High School, the Curriculum & Instruction Coordinator, the Dean of TEACH Academy of Technologies.

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notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

SUSPENSION APPEAL PROCESS

The parent or guardian of a suspended student or the suspended student himself or herself may appeal, in writing stating their case and their reason for objection, the suspension decision within 5 working days directly to the Superintendent of TEACH Public Schools. The Superintendent of TEACH Public Schools will expeditiously review the case with the parent and/or student in question and the Principal or the Principal's designee within 5 working days of receipt of the appeal. If the Superintendent of TEACH Public Schools determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

During the required parent conference, pre-suspension, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- The Superintendent of TEACH Public Schools will gather information from the Principal, student, parent or guardian to determine whether or not the Principal or the Principal's designee suspended the student properly and followed all applicable procedures. The Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Superintendent of TEACH Public Schools may make one of the following decisions regarding the suspension.
 - Uphold the suspension
 - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Superintendent of TEACH Public Schools will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be mailed to the Charter School Principal.

In the event the Superintendent of TEACH Public Schools is acting as the Principal's designee the Executive Director will act in the capacity of the Superintendent of Schools.

LENGTH OF SUSPENSION

The length of suspension for students may not exceed a period of five (5) consecutive school days unless the School Principal has recommended and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension.

SUSPENSION TIME LIMITS

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

ACCESS TO EDUCATION DURING SUSPENSION

Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension. The Principal will direct each teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Principal or designee will deliver these assignments to the suspended or expelled student, by mail, by email or in person.

RECOMMENDATION FOR EXPULSION

A student may be recommended for expulsion. Upon a Recommendation for Expulsion by the Principal or designee¹⁹, the pupil and the pupil's legal guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Expulsion Panel which shall consist of at least three members appointed by the Board who are certificated but are not employees of the Charter School nor have knowledge of the incident. The Board shall appoint one member of the Expulsion Panel as the hearing officer to chair the panel and oversee its proceedings. The Expulsion Panel may decide upon expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Such a hearing is to be held only if requested by the student or the student's parent/guardian. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense and makes an expulsion recommendation.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or designee at least ten (10) calendar days before the date of the hearing. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

¹⁹ Principal designee can include the Superintendent of TEACH Public Schools, the Principal of TEACH Tech Charter High School, the Curriculum & Instruction Coordinator, the Dean of TEACH Academy of Technologies.

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TAT may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer (appointed by the Board; see above). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TAT must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Expulsion Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Expulsion Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Expulsion Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Expulsion Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the

School. The Expulsion Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Expulsion Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the parent or legal guardian of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Expulsion Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence at a separate hearing conducted by the Expulsion Panel. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

Evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. These may include: The date and place of the expulsion hearing, a statement of the specific facts, charges and offenses upon which the proposed expulsion is based, a copy of the Charter School's disciplinary rules which relate to the alleged violation, copies of all documents to be used at the expulsion hearing, the opportunity to question all witnesses who testify at the hearing, and the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Findings of fact, what the panel issues in support of its recommendation to expel based on evidence presented at the hearing, shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no

decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

WRITTEN NOTICE TO EXPEL

Following a decision by the Expulsion Panel to expel, the findings will be presented to the Board within 3 working days. The Board will initiate the expulsion procedures. The Board notifies the Principal or designee. The Principal or designee shall send to the student and parent/guardian written notice of the decision to expel within two business days, including the panel's findings of fact. This notice to expel a student will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions, related disciplinary referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with TAT.

APPEAL OF EXPULSION

An expulsion decision may be appealed within 3 calendar days of the date of the Expulsion Panel's decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. The Charter School's Board shall be convened within 10 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal. The scope of review of the Board shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The Board's charge is to determine if the pupil's due process rights were violated in a manner which resulted in the pupil's receiving an unfair hearing. It is NOT the charge of the Board to agree or disagree with the Expulsion Panel's decision to expel, but to assure that legal procedures were followed and that a fair hearing was conducted. The decision of the Board is final.

Once the principal or designee has received the form letter containing a request for an appeal from expulsion, a hearing date will be set. The hearing must be within ten (10) school days after the principal or designee receives a request for an appeal from expulsion. The appellant will receive notice by mail three (3) calendar days before the hearing regarding the date, time, and place of the hearing. The notice of the hearing will contain a statement that the Board intends to convene to review the following

1. Copies of the documentation of the first hearing including the findings; relative to the expulsion;
2. The Charter School's rules and regulations dealing with expulsions;
3. Copies of all correspondence relating to, concerning, or leading to the expulsion; and

4. Excerpts of all minutes of meetings of governing board concerning the expulsion proceedings including the written findings of fact by the Expulsion Panel and expulsion order.

All of this information is sent to the Board members for review at least 5 days prior to the scheduled hearing of the appeal.

At the hearing the appellant will appear before the Board members and the Superintendent of TEACH Public Schools. The hearing is conducted as follows:

1. If any new materials are submitted that the Board has not already received, the members will review them. All participants are provided with the same written material.

2. The pupil, parent or guardian, advocate representative, or counsel for the pupil will be asked to make a statement.

3. The principal or designee will be asked to make a statement.

4. The Board members will question the appellant and the principal or designee.

5. When the questioning has been completed, all present will be excused by the Board. The Board will deliberate in closed session on the following four questions:

i. Did the Expulsion Panel proceed without or in excess of its jurisdiction in expelling the pupil?

ii. Was the pupil afforded a fair hearing before the Expulsion Panel?

iii. Was there a prejudicial abuse of discretion by the Expulsion Panel?

iv. Is there now relevant and material evidence which, is the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Expulsion Panel?

If, during the deliberation, the Board calls back any party associated with the appeal for further questions, all parties will be called back.

6. Following the deliberation, the Board has up to three (3) school days to make its decision. The Board President asks for a motion for a resolution in one of the three categories. A Board member will make a motion, and it will be seconded and voted upon. The Board will do one of the following:

i. Reconsider new information, which could not have been reasonably produced during the original hearing, or was improperly excluded. The Board may order the student reinstated.

ii. Uphold the Expulsion Panel's decision.

iii. Reverse the Expulsion Panel's decision.

Parents will be notified of the Board's decision, in writing, within three business days of the hearing. If the Expulsion Panel's decision to expel is upheld the notice will include:

a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions, related disciplinary referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).

c) The type of educational placement or study plan during the period of expulsion.

d) The specific offense(s) committed by the student

e) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with TAT.

In the event that Board reverses the expulsion, the student shall be immediately reinstated.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

In the event of a decision to expel a student from TAT, the Charter School will work cooperatively with the district of residence, county, and other charter and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. TAT has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system. In accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the TAT Board of Directors for review. The TAT Board of Directors will determine if enrollment will be granted based upon the offense for which the student was expelled, information about the student's past behavior which is available to the Board, and the ability of the Charter School to provide the necessary support to ensure the success and safety of the student in question and all students at the Charter School.

EVIDENCE OF RESEARCH

TAT researched other LAUSD public high schools²⁰ and a variety of academic studies²¹ before developing this charter petition²².

²⁰ <http://soces.lausd.k12.ca.us/about/rules/discipline.htm>

²¹ <http://idea.gseis.ucla.edu/publications/suspension/index.html>

²²

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/DISCIPLINE_POLICY/BUL-3638.0.PDF

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

BENEFITS

Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by TEACH Academy of Technologies. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with TEACH Academy of Technologies. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

RETIREMENT

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and TEACH Academy of Technologies will contribute the employer's portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. TEACH Academy of Technologies will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The TEACH Academy of Technologies' Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

All TAT classified employees who qualify for membership in Public Employees Retirement System (PERS) shall be covered under PERS and all provisions shall apply in the same manner as if the school were a public school in the district.

WORK SCHEDULES

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. The School Principal and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

TIME OFF

TEACH Academy of Technologies will comply with all the regulations pursuant to California Labor Code 233. TEACH Academy of Technologies retains the right alter any of the stated time off policies in the future.

Vacation

Only full-time employees working in excess of 36 hours may accrue and take paid vacation time. Part time employees working 30 hours or more will receive pro-rated paid vacation. Part-time employees working less than 30 hours and teachers are not eligible for paid vacation. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (*i.e.*, a full-time employee accrues one and one quarter vacation day per month)

Sick Days

Only full-time employees and teachers working in excess of 36 hours accrue paid sick leave. Full-time employees and teachers accrue a total of 6 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one-half of a sick day per month). Eligible employees may not carry over unused sick leave from one calendar year to the next. Sick leave will not accrue during any unpaid leave of absence.

Bereavement

Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid bereavement leave is available only to a full-time employee or teacher who has been working at TEACH Academy of Technologies for twelve (12) consecutive months. Upon request, and at the school's sole discretion, those employees not eligible for paid bereavement leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

TERMINATION

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. TEACH Academy of Technologies recognizes two reasons to remove an employee from the payroll:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave TEACH Academy of Technologies. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- Involuntary Termination (Discharge). Involuntary termination occurs when TEACH Academy of Technologies chooses to discharge the employee. The Principal or Superintendent of TEACH Public Schools may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Principal or Superintendent of TEACH Public Schools determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

DUE PROCESS AND PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

Grievance Procedure: Should a grievance arise, the following procedure shall be the employee's sole and exclusive remedy with respect to that grievance. Grievance procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality. Articles of this Agreement specifically exempted by contract language shall not be subject to this grievance procedure. Failure by a grievant to follow the timelines or requirements in this Article shall render the grievance inarbitrable.

Informal resolution

Any grievance shall first be addressed with the immediate supervisor, within five (5) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure.

Step 1

If the grievance is not resolved informally, an employee having a grievance shall present the grievance in writing to his or her Principal or Superintendent of TEACH Public Schools within fifteen (15) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse action resulting to the employee, and the circumstances giving rise to the grievance, and (4) the remedy requested by the grievance. The Principal or Superintendent of TEACH Public Schools shall meet with the employee and other persons as determined by the Principal or Superintendent of TEACH Public Schools and shall provide a written response within ten (10) calendar days of the meeting.

Step 2

If the employee is not satisfied with the response at Step 1, he/she shall, within five (5) days of service of the response at Step 1, notify the Executive Director that a grievance has been denied or unresolved by the site Principal or Superintendent of TEACH Public Schools, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. Failure to file in a timely manner shall be construed as a waiver of the party's rights, under the procedure. The Executive Director will convene a meeting within ten (10) calendar days of receipt. Any resolution shall be reduced to writing. If not resolved the Executive Director shall provide a written response within ten (10) calendar days of the meeting.

Step 3

If the employee is not satisfied with the response at Step 2, he/she shall, within five (5) days of service of the response at Step 2, notify the executive director that a grievance has been denied or unresolved and that the grievant wishes to submit the matter to the advisory recommendation of a mediator from the California

Mediation and Conciliation Service²³. The Step 3 grievance shall specifically state in the portions of the previous level disputed by the grievant, and shall set forth a remedy requested. The executive director shall, within ten (10) days, contact the California Mediation and Conciliation Service and request the assistance of a mediator to meet with the parties and render an advisory recommendation. While such recommendation shall not be binding on the governing board, it shall be considered by the governing board at Step 4 of this procedure.

Step 4

If the employee is not satisfied with the response at Step 3, he/she shall notify the full TEACH Academy of Technologies's Board of Directors that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses with five (5) calendar days of service of the Executive Director's written response at Step 2. Each party to the grievance (employee and Principal or Superintendent of TEACH Public Schools) shall select two members of the TEACH Academy of Technologies Board of Directors to constitute a Grievance Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or recuses himself or herself as an interested party due to a conflict of interest, the nominating party may make another choice.

The five-member grievance board shall meet within thirty (30) calendar days of receipt of the Step 3 Notification of Grievance Form. Each party will have 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the Grievance Board may direct this matter to be heard and settled by an external arbitrator selected by the Grievance Board. If the Grievance Board chooses to hear and settle the matter without arbitration, the Grievance Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of \$2,500.00, nor shall he/she have the authority to reinstate a terminated employee.

A written decision made by the Grievance Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) working days of the last committee hearing, or as soon thereafter as is practical.

²³ State Mediation & Conciliation Service (SMCS) The State Mediation and Conciliation Service (SMCS) was established in 1947 to prevent labor disputes and promote sound union-management relationships. Originally housed in the Department of Industrial Relations, SMCS became a division of the Public Employment Relations Board on July 1, 2012. A staff of skilled neutrals mediate labor disputes between employers and unions and conduct representation elections free of charge. SMCS also provides an expert panel of arbitrators, training and facilitation work on a cost reimbursement basis.
<http://www.perb.ca.gov/csmcs/smcs.aspx>

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: RIGHTS OF DESCRIPTION OF EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Job applicants for positions at TEACH Academy of Technologies will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at TEACH Academy of Technologies will not be covered by his or her respective collective bargaining unit agreement, although TEACH Academy of Technologies may extend the same protections and benefits in individual employee contracts.

TEACH Academy of Technologies will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and

expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCAION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach

any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, uluiat its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law,

at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter

School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." Ed. Code § 47606.5(b).

**District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions**

ADDENDUM

Assurances and Affirmations

TEACH Academy of Technologies (also referred to herein as “TAT” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(b)(5)(A)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

GENERAL INFORMATION	
• The contact person for Charter School is:	Mrs. Mildred S. Cunningham, Executive Director TEACH Public Schools
• The contact address for Charter School is:	1701 Browning Blvd., Los Angeles, CA 90062
The contact phone number for Charter School is:	(323) 292 - 6000
The proposed address or target community of Charter School is:	Raymond Ave Elementary 7511 Raymond Ave Los Angeles, CA 90044
This location is in LAUSD Board District:	Board District 1
This location is in LAUSD Educational Service Center:	Educational Service Center South
• The grade configuration of Charter School is:	5 - 8
• The number of students in the first year will be:	280
• The grade level(s) of the students in the first year will be:	5 - 8
• The scheduled opening date of Charter School is:	August 3, 2015
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	400
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Extended day
• The bell schedule for Charter School will be:	8:00 – 4:00
• The term of this charter shall be from:	July 1, 2015 to June 30, 2020

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan *or* implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District

SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

The usual file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)
- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall

comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher
- Notify each individual parent, in a timely manner, that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to school's Calendar
 - r. Statistical Report – monthly according to school's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when

the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal

Charter School
[See Element 14]

- 6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD

for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
10. Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- h. Make final federal tax payments (employee taxes, etc.)
- i. File its final withholding tax return (Treasury Form 165).
- j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities

may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all

services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
10. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
11. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School

further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).